

Wrong way back?

Mr Callaghan, in his speech to careers teachers last week, made another plea for attention to the teaching of basic skills in school. (page 6). In America, Mr Joseph Callaghan, Secretary for Health, Education and Welfare, has given his support to the back to basics movement and called for more and better testing (page 13).

It won't go away

Political education in schools tends to make everyone nervous — teachers, parents, politicians — everyone, that is, but the schoolchildren themselves. As Aristotle points out, the comprehensive school has a right to intervene in the London Weekend Television programme about the National Front youth movement, and a healthy scepticism; they were also remarkably clear about the need to distinguish between propaganda and fact, good and bad, and they wanted help to do so. They thought it would be better to learn about politics from teachers they knew, and whose political leanings were rarely secret, than from extreme right or extreme left-wing activists.

Holland at bay

The euphoria about the Holland report is over. The "checkmate" move (page 3) about how the blanket plan to help the young unemployed will be operated put paid to the image of the Manpower Services Commission as a benevolent entity whose business is to place the more worthwhile to be unemployed at sixteen than to stay on at school.

Investing in the future

Is Britain falling behind in its commitment to adult education and retraining? Dudley Plunkett looks at in-service training and explains why local authorities must spend more on keeping our teachers up-to-date

Speaking in Southampton on September 9, Mrs Shirley Williams told a Conference for the Advancement of State Education (CASE) audience that, if £7m allocated by central Government to the LEAs for in-service training last year, only 20 per cent was being spent on this item.

While she stressed that the DES had no power to compel authorities to spend their rate support grant in line with central Government plans, Mrs Williams pointed her finger accusingly at the local authorities for failing to respond to what is one of her department's main priorities.

But people working in the in-service education for teachers (INSET) field are anxiously wondering if last year was an isolated case. Will it be the same again this year? And, despite the Green Paper's target of quadrupling full-time equivalent places on in-service courses in the next four years, how long will the Government continue to increase national but ineffective INSET allocations?

Having the task of the coordination and development of advanced studies in a university department of education, I can hope here only to sketch out a partial, but probably not unrepresentative, view of the implications of local authorities' relative neglect of in-service training for one institution's INSET programme.

INSET work in my department aims at strengthening the educational service both academically and professionally. Most students for award-bearing courses are at mid-career level, usually with substantial responsibility in teaching or middle management in schools. They need a full-time course during which they can be away from routine commitments so that they can evaluate their own educational thinking and practice. Part-time courses, though restricted in local enrichment areas, can serve similar ends in some extent, but they are not really geared to increasing basic professional skills and retraining.

A sudden virtual cessation in local authority secondments to full-time courses has meant much time-wasting processing of highest degree course applications, many of the applicants being sent away from the offer of a university place, they would not be seconded. Meanwhile we made more offers to able applicants than ever before, only to find that they were not seconded.

The number of our full-time students who have been granted secondments has diminished from 43 two years ago to 31 last year and to 13 for the coming year. Nearly four-fifths of all the United Kingdom applicants to whom we offered places on the basis of their qualifications, interests and experience were refused secondment; and cost of living and fee increases have made private financing impossible for any but an insignificant minority of United Kingdom students.

Last-minute overseas applicants, on the other hand, are finding places where previously they would have had to be turned away. Consequently our programme, which has been designed to focus mainly on issues of concern to educators in this country, are being to be urgently reappraised. What plans should we make in the longer term? Long courses of INSET are in danger of becoming an expensive commodity. This has its positive aspect, to be sure, but it has been an unplanned one; our work is in fact being suddenly reorientated by the ministerial decisions of local authorities.

INSET is an investment. It can be seen to pay off, as teachers gain confidence from courses in the fields outlined by the Green

Choice row splits Labour

Mrs Shirley Williams's proposal to strengthen the law to protect parents' choice in a school to which their children are to be sent, has been criticised by the Labour Party. The Department's new legal advice, Mr J. R. J. Jenkins, who came from the Home Office, is believed to be adding to heat the lesson of the Yates case in which the House of Lords overruled the Education Secretary's judgment. The DES is worried that this could happen again over departmental ministerial action in cases where parents are appealing about their children not having got into the school of their choice.

Jobless aid programme delayed after protests

The Manpower Services Commission has been forced to put off the announcement of its plans for the running of the £180 five-year area boards for jobless school leavers while the Government considers widespread protests at the commission's intentions. A plan for the programme to be run by a handful of area boards and teams of civil servants became known to local authorities and voluntary agencies within a week of the hours before the official announcement was due yesterday. It was immediately denounced as a mockery of the commission's repeated avowals that the scheme would be run largely by local bodies.

Battle at the top over sex equality powers

A confidential report to the Equal Opportunities Commission is believed to recommend that his education section be abolished and many of its powers handed over to the Department of Education and Science. The youth organisations are also angered by the realisation that the commission intends to restrict participation for youngsters to a maximum of 12 months, whether or not they can find jobs at the end of that time.

Bogus degrees

Parliament should take action against people who sell bogus degrees, certificates and professional qualifications issued in the name of the County Council, says Ken "Bogus" degrees. Councilors heard available for about £12.50 from an address in Coventry.

Unions fight to save staff

Teachers not gearing themselves up for major confrontations with local authorities over the annual budget cuts are so far from complacent to what the next year's budget. Education committees up and down the country are drawing up lists of heads which could be axed if budgets have to be pinched yet again.

More apply from overseas

Applications from overseas students for places at British universities next year are so far up by 16 per cent on last year, according to the Universities Central Council on Admissions.

Have you a thinking family?

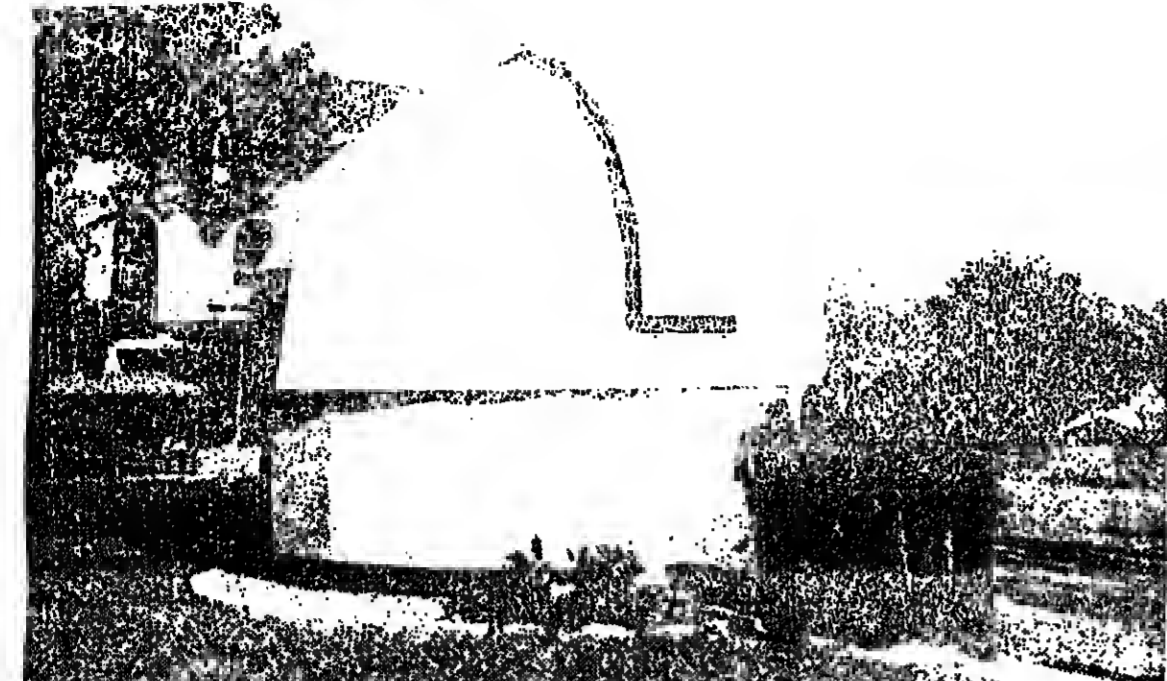
You may not yet be in a position to teach thinking skills directly to your pupils. But with your family you make your own decisions. The THINK-LINK pack designed by Edward de Bono provides a convenient gymnasium for thinking exercises.

The THINK-LINK cards have been used over a surprisingly wide range of ages (from 3 to 75 years) and abilities (from IQ 76 to 140). This is because the same exercise can be set at several levels of difficulty. Thirty-six basic exercises or games are described in the pack. These may be modified by the user who will also find it easy to invent new games.

The THINK-LINK pack may also be used in schools. It is, however, very different in nature from the basic CoRT Thinking Lessons.

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Details from
Direct Education Services Ltd.
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Reaching for the stars: boys from Sevenoaks School, Kent, inspect their new observatory which was opened by Patrick Moore last week.

New talks on literacy funds

Discussions are to be held between the Department of Education and Science and adult literacy organizations about a stop-gap grant aid measure to provide a continued central focus for the literacy scheme.

Round-up

Car offenders are first to drive off

Young offenders with mounting convictions are twice as likely as any others to run away from adult borstals, according to a Home Office survey.

Tory aims set out

Smaller schools, abolition of enrichment boundaries and a strong emphasis on discipline are believed to be among recommendations put forward by Mr Norman St John-Stevens, Shadow Education Secretary, in an education policy document to be published by the Conservative Political Centre in December.

PERSONAL COLUMN

John Rae Gunpowder, treason — and rot

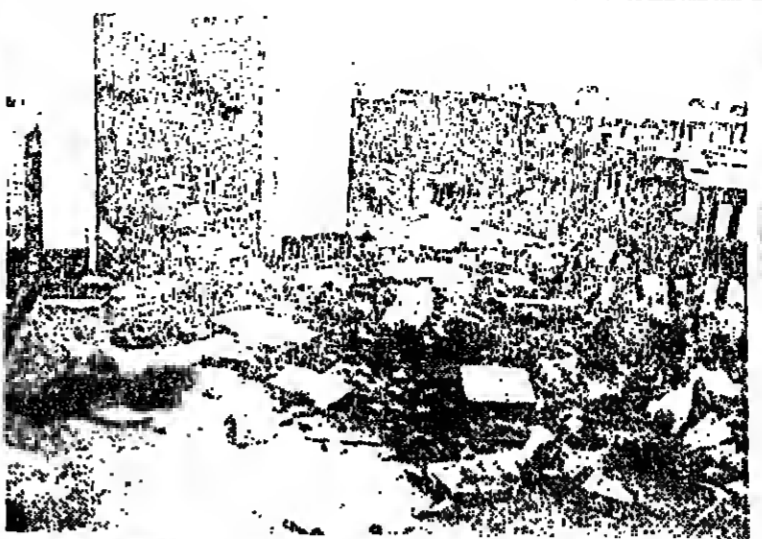
What shall we tell the children? It is a sign of the times, perhaps, that a young boy when asked what Guy Fawkes had done wrong answered, "He failed".

Students on par with posh set

Union fees of some students cost local authorities more than if they were members of an exclusive London club, according to a National Union of Students discussion paper published today.

Heads demand ban on bover boots and buckles to disarm vandals

Head teachers launched a campaign against vandalism this week by demanding a ban on bover boots and buckles.



After the vandals: wreckage steers the floor in a classroom.

Colleges under pressure to limit arts courses

Proposals to clamp down on the content of higher education are being discussed by the Conservative Party. A policy group meeting last week considered plans to limit the number of liberal arts courses and to encourage shorter, vocational courses.

Talks sought on future of RE

A national standing conference to guide religious teachers on what the community expects of them is called for this week by the Religious Education Council of England and Wales.

Advertisement for NST (National School Travel) featuring a globe and the text: 'SCHOOL AND GROUP TRAVEL SPECIALISTS have additional availability for most dates on our 1978 U.K. PROGRAMME'.

Continuation of the 'Gunpowder, treason — and rot' article, discussing the historical significance of the Gunpowder Plot and its impact on society.

Welsh Nats vote firmly against private schooling

Ffild Cymru, the Welsh Nationalist Party, came out firmly against private education at its annual conference at its annual conference at its annual conference.

Woman teacher wins discrimination appeal

Miss Miriam Northman, a teacher of English public schools, has won an appeal against a law that one judge has already called "absurd and unjust".

Continuation of the 'Heads demand ban on bover boots and buckles' article, detailing the concerns of head teachers regarding vandalism in schools.

Continuation of the 'Colleges under pressure to limit arts courses' article, discussing the Conservative Party's stance on higher education.

Advertisement for 'WESTMINSTER MATHS' by Bryn Ruyter, Peter Saunders and Allan Whitcombe. It describes a complete 'O' level course with built-in revision for the fifth year, listing various book titles and prices.

Heads arrayed against sixth-form colleges

Sixth-form colleges in Northern Ireland are under attack by two Government working parties. The grammar school staff are critical of the idea.

The Study Group on Opportunities at 16, set up in June to inquire into the educational, social and vocational needs of 16- to 19-year-olds, claims that pupils who leave at minimum leaving age may be disadvantaged. Sixths form colleges place great emphasis on preparation for higher education or give most attention to those who study for GCE or CSE.

"Apart from this orientation towards examinations, schools with 18-year-old pupils may offer fewer opportunities for leadership and personal development to those who leave before that age," says the seven-member committee, which is chaired by Mr Derek Birley, rector of the Northern Ireland Polytechnic, in a submission to Education and Library Boards.

The ending of secondary education at 16 would reflect the social and psychological needs of older children. "We do not believe it desirable to try to meet their needs and the needs of 11-year-olds in a single institution. We think it likely that the 15 and 16-year-olds would be neglected in the attempt to do so."

The Inspectorate, in a report published last week, argued that the increasing variety of outlook and ambition in sixth-form pupils poses problems of curriculum and organization which many schools are ill-prepared to meet.

"The increased maturity and sophistication of young people today add to the difficulties of providing in a single school for the younger children of secondary school age, and those of the senior pupils, who rightly see themselves as young adults."

Numbers on the roll was a key factor in determining breadth of curriculum. Last school year, one-third of Northern Ireland grammar schools had fewer than 100 pupils in the two sixth-form years, the range of subjects would be seriously limited in many areas.

"On the other hand, the establishment of a single college catering for all the students in a particular area would enable students to have a much wider choice of exam subjects and a more attractive and stimulating range of non-exam work."

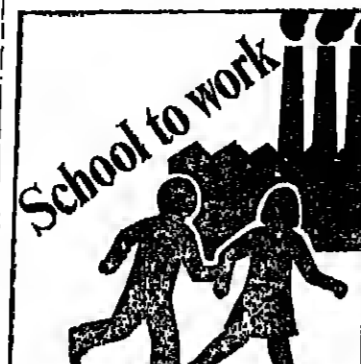
But Dr James Kirkcaldie, head of the Methodist College, Belfast, said that removal of sixth forms would mean "the decapitation of most of the finest schools in Northern Ireland."

Mr Walter Smyth, chairman of the Association of Governing Bodies of Voluntary Grammar Schools, said the association was opposed to the general introduction of sixth-form colleges "and will resist to the full what is in the people of Northern Ireland an unacceptable goal."

Mr Frederick Jeffrey, senior vice-principal of Methodist College, claimed in a statement that colleges which run only two-year courses have great difficulty in developing a sound community life. Pupils under 16 are cut off from the stimulus provided by the highly qualified teachers who become concentrated in sixth-form colleges.

"Nor can there be the same provision for the 16-plus student who needs to repeat some of his 13 level or CSE work at the same time as he tackles some of his new advanced work. Students in the 16 to 18 age group are in general better catered for as individuals by those who have had pastoral concern over the greater part of their previous adolescent life."

Ms Rosemary Weir, head of Arnhem Girls High School, said that the reason for the policy was that comprehensive schools in Britain were failing to produce sixth formers of the calibre required by higher education institutions.



Jobs for the girls call by Callaghan

The Prime Minister, Mr James Callaghan, invited his famous Ruskin College speech and made another contribution to the Great Debate on education when he spoke to a conference of careers teachers in North London last week.

Schools had to do more to strengthen British industry by preparing children for working life, he told the National Union of Teachers careers convention. Girls as well as boys should be given the chance to obtain scientific, technological and managerial jobs. "We simply cannot afford not to do this, for traditional barriers or stereotypes effectively restrict industry's recruitment to one half our school leavers."

One of the Government's most important tasks was to reverse the decline of British manufacturing industry and to improve productivity. "The gap between us and France, West Germany and the Netherlands has widened until, in 1970, the contribution made in manufacturing industry for each person employed in Western Europe was almost 60 per cent more than in the United Kingdom," he said.

"There is a need in our society for a much greater knowledge and understanding of industry's aims and methods and its crucial economic importance." Manufacturing was the major contributor to our national wealth. Hospitals, schools and social services depended on its success.

This understanding had to permeate society so that industry, its management and workers were as highly esteemed as other occupations—education itself, science, the arts and the social services. "I sometimes hear that these are regarded as more 'worthy' occupations than manufacturing, and I say that this is a perverted and distorted view of our society. I call on all of you working in education to do all you can in charge such a view wherever it exists."

Mr Callaghan said he was "obsessed about the need for children in education to be given the literacy and numeracy, industry also needed skilled craftsmen, technicians and engineers, and children should be encouraged to pursue studies in maths, science and especially physics."

"He had a special message for careers teachers. As many as possible of the key subjects should be taught up to the school leaving age because once they were dropped careers would be closed. Careers teachers should try to ensure that this was taken into account when the curriculum was being planned.

"I sometimes feel that education is somewhat claustrophobic because of its system of recruitment and organization. The present pattern of teacher training has most teachers going from school to college or university and then back to school again. How much more closely would schools be in touch with the needs of society if a large number of teachers could get experience outside education—for example in manufacturing industry—at an early stage to their teaching careers."

Keep under-18s off payroll, say planners

A ban on night work starting at 11 and ending at 5.30 in morning measures which the Government is being asked to consider by its manpower advisers. This would be to prevent young people from competing with adults for jobs.

The ban is among possible ways of reducing the labour supply outlined in a Manpower Services Commission planning report to be published next week. The plan is presented as a two-year "learning period" for all 16-18 year olds.

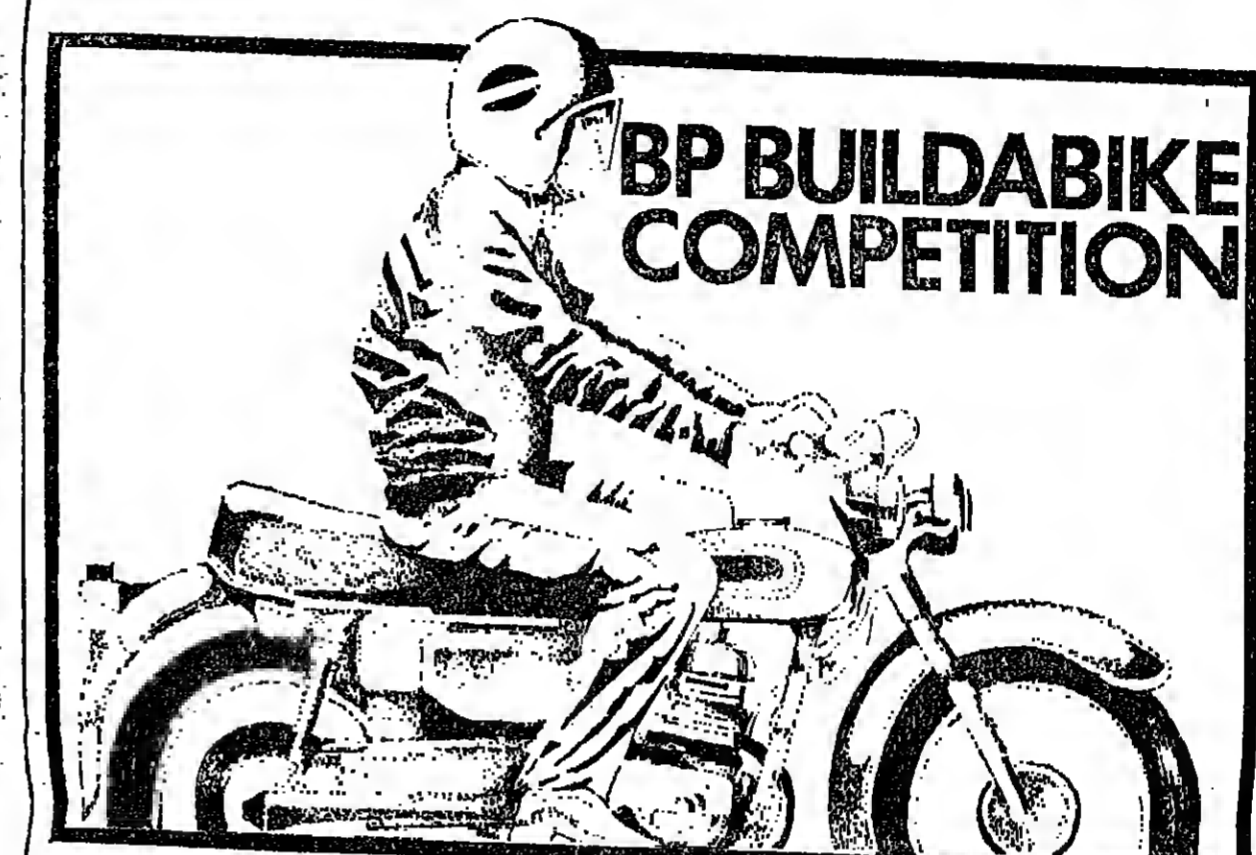
They would get a choice between staying in full-time education or gaining work experience projects and training courses of the kind which the Government is already preparing to offer in jobless school-leavers under the Hulfund programme.

Much of the report is likely to be highly embarrassing to the Government at a time when it is holding out prospects of prosperous future for the population at large. The commission will spell out publicly a view that the TES disclosed many months ago had been reached by its forecasters and shared by many in the Treasury and in industry—that the expected economic boom will not cure mass unemployment.

The commission will urge the need for a specific national employment policy to accompany the industrial strategy, which it says will not provide enough jobs because it relies on greater output from reduced manning. The report suggests ways in which more jobs can be created outside manufacturing but argues that it may also be necessary to take steps to reduce drastically the supply of workers.

Senior officials of the commission and its agencies were already putting forward this theme in discussions at the annual conference of the Institute of Personnel Management at Harrogate last week. Mr Alan Brown, chief executive of the Employment Service Agency, mentioned permanent education for all

We want the youth of today to build the bike of tomorrow.



BP Oil Limited announce an exciting new challenge to the youth of Britain. The BP 'Buildabike' competition. The competition provides a worthwhile project that will encourage pupils to think for themselves and put their ideas into practice by building a motorcycle for the 1980's—a 'down-to-earth' practical machine with lots of sensible features.

A great chance for young people to show that the British flair for inventiveness and engineering ingenuity still counts. Full details can be obtained by filling in the coupon on this page, entries close on December 6th, and the finals are planned for May 1979.

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SECOND PRIZE
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The first prize will be £250. The second prize £150 and the third prize £75.

There will also be a trophy for each winning team. Portfolios must be completed by June 1978.

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Enquiries for entry to the course beginning in September 1978 should be addressed to: The Dean of Teacher Education, Newcastle upon Tyne Polytechnic, Northern Counties Precinct, Coach Lane, Newcastle upon Tyne NE7 7XA.

Newcastle upon Tyne Polytechnic

Students scorn the soft life

Intellectual challenge rather than pay and security still counts for many with undergraduates when choosing careers, according to a survey published in last month's Department of Employment Gazette.

The survey of final year men undergraduates at 18 universities—also showed that economic depression did not put students off careers in business and industry. The average starting salary expected was £2,530 and only 24 per cent wanted to work in London compared with 50 per cent who wanted to work outside the capital.

Altogether 982 students were interviewed. Ex-public schoolboys were heavily biased towards arts subjects—49 per cent compared with 25 per cent reading sciences.

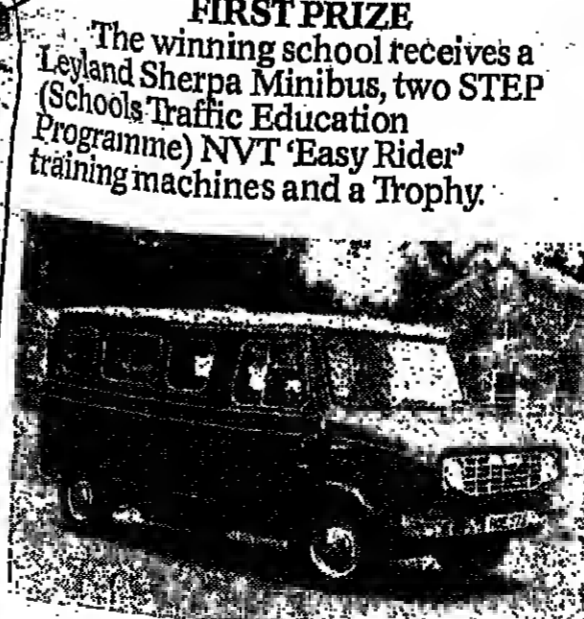
Only six per cent of the total expected to get a first, 45 per cent thought they would get an upper second, 33 per cent a lower second, seven per cent a third and six per cent a pass only. The remaining two per cent either did not know or thought they would get an upper second, 33 per cent a lower second, seven per cent a third and six per cent a pass only.

The need for intellectual challenge has been the major factor with undergraduates choosing careers in every survey since they were started in 1969 by Market

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"A serious and loving recreation."
"Respectful, respectful and here and there—worthy of respect."

Dole numbers up
Nearly a third of all 16 and 17-year-olds in Britain were registered as unemployed in July this year, according to new figures from the Department of Employment. They show that just under 30 per cent of 16 and 17-year-olds, and just over 10 per cent of 18 and 19-year-olds were looking for work at the same time last year, and very much worse than two years ago.



SEND THIS COUPON FOR YOUR ENTRY FORM. DEADLINE FOR ENTRIES DECEMBER 6th, 1977. DON'T MISS THIS GREAT CHALLENGE.

To: Mrs Eileen Melton, Room 04-15, BP Oil Limited, BP House, Victoria Street, London SW1E 5NJ. Please send me full details and entry forms for the BP 'Challenge to Youth' Buildabike Competition and the BP Motorcycle Clothes Awards.

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LETTERS

Oxbridge: is it a closed shop?

Sixth form size the key

Sir.—The effect of comprehensive reorganisation has been to spread sixth form pupils more thinly around the schools. When only a fifth of our secondary schools had sixth forms it was possible for Oxford and Cambridge colleges to keep in touch with those which regularly sent them candidates. Now that more than a half of our secondary schools have sixth forms, and now that the average number of pupils in a sixth form in a maintained school is about 80, it is more difficult for colleges to keep in touch and less rewarding.

Sir.—John Rae's contribution to the Oxbridge entry debate (October 21) seems singularly unhelpful. Apparently only the Oxbridge tutors are capable of setting exam questions which will identify "real potential", whatever this is. Could it be the potential to answer exam questions set by the same tutors two or three years later?

Why go to Oxbridge anyway?

Sir.—I was distressed to read of the difficulties that pupils from maintained schools find when applying to study at Oxbridge. However, I can think of a number of reasons for not encouraging our most able pupils to apply there. I will quote only one.

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Tutors try hard to be fair...

Sir.—An envy jealousy has long afflicted relations between maintained and independent schools. It will be deplorable if this mood is allowed to creep up the educational spectrum towards institutions of university entrance.

... but their outlook is far too rigid

Sir.—It is sad that the chairman of the Head Masters' Conference, your columnist, John Rae, does not seem sensitive to the advantages of the able pupil in the independent sector of enjoys, at least in respect of Oxbridge entrance.

How the colleges could cooperate

Sir.—May I add a contribution to the discussion in your column following Mr J. E. Moran's letter about admission to Oxford and Cambridge? Although I am involved each year in advising a substantial number of candidates about Oxbridge admission, the procedures and the subtle and changing differences between the various colleges require a great deal of attention if good advice is to be given.

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chance of winning places there. I suspect that you underestimate the efforts which colleges are making to see that this happens. But what do you mean when you argue that the number is of some moment to them because "a very large, and growing, part of their total income comes from public funds, while a large part of their students come from independent schools"? Are you saying that students from independent schools have less right to a place at Oxbridge because their parents have not paid their share?

Managers maketh mayhem

Sir.—The teachers, inspectors, and administrators in the unfortunate Tyndale have been duly and rightly dealt by the mass media. It is that the media on this point has deflected.

But UCCA's awful as well

Sir.—The heads in this division of the ILEA have had a good deal to do recently with one of the Oxford colleges with a view to making the path from comprehensive school to Oxbridge smoother.

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Sir.—The teachers, inspectors, and administrators in the unfortunate Tyndale have been duly and rightly dealt by the mass media. It is that the media on this point has deflected.

Hard facts about hardware

Sir.—The section on Resources/Computers in last week's Supplement brings up a fundamental issue about present policy on educational computing for schools.

Citizenship plan

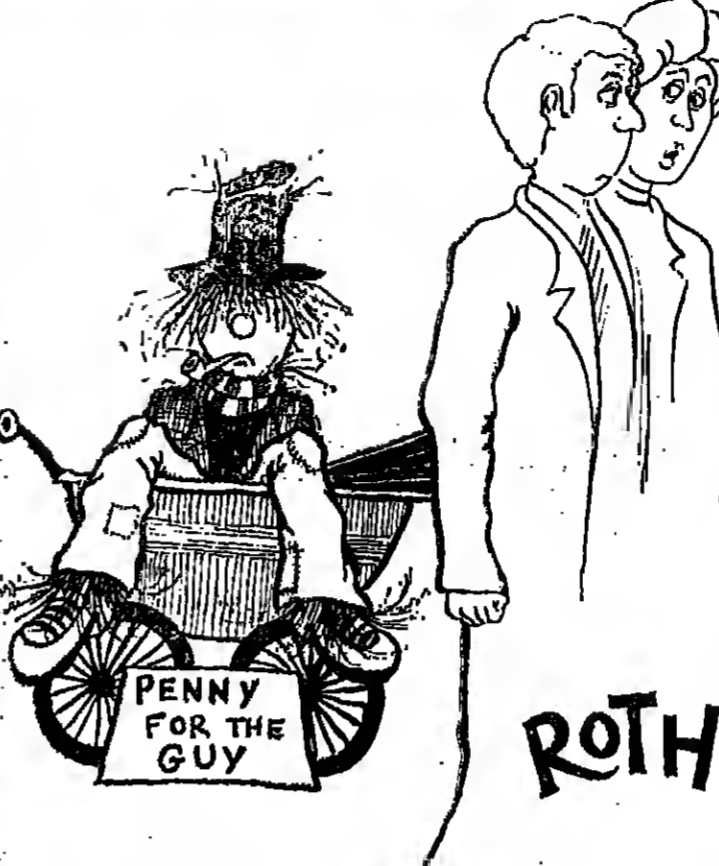
Sir.—I am conducting a survey in education in citizenship in secondary school level in England and would be interested to hear from any of your readers who have had professional experience in this area.

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LETTERS

Can teacher's testimonial tell the truth?

Sir.—I read the article "Testing time for teachers" who test" (October 21) and now want to enlarge the discussion to include teachers' general assessment of pupils.



"Don't look now, dear, but isn't that Gregory's economics teacher?"

Longer hours for less pay

Sir.—I was interested to read your front-page report on teachers' salaries in this country as compared with those in other EEC countries (TES, October 14). The financial discrepancies are had enough, but the report fails to mention the amount of teaching time allotted in the amount of actual contact hours in the classroom in the respective countries.

Table comparing classroom periods per week in England and Germany. England: 40 periods per week, 23hr 20min per period. Germany: 36 periods per week, 27hr per period.

Turn your pupils into Bookworms

If you'd like to give your pupils an extra incentive to read, you'll find the Bookworm Club can be a big help. It's run by Heflers of Cambridge and E. J. Arnold of Leeds, and twice every term it presents a super selection of some of the best children's paperbacks from major British publishers.

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Form for joining the Bookworm Club, including fields for Name, Position, School, Address, and Authority.

TALAGRE SCHOOL FILM Parts 1 & 2 B/W 1976. Made by George King, the film records the process of establishing an experimental "school" for young people who have rejected other forms of education.

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SPRING TERM 1979
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Further Details
Phillip Waterhouse Director
Resources for Learning Development Unit
Redcross Street Bristol BS2 0BA

The dangers of compromise

Paul Black
foresees some major problems in getting the N and F examinations off the ground



The perennial debate on the future of the sixth form has now reopened, with the publication of the Schools Council's report on its feasibility studies on the N and F scheme.

An independent contribution has just been published by the Nuffield Foundation Science Teaching Project. Their 64-page booklet, *Sixth Form Science and the N and F Proposals*, sets out proposals for courses and exams in biology, chemistry, and physics which have emerged from consultations with several hundred science teachers.

The study is confined to the N and F proposals. It does not attempt to discuss courses needed for non-academic sixth formers.

Many readers will look at the content of the proposed courses in order to judge the merits of the N and F scheme. However, they will find that almost half of the Nuffield report is concerned with other, more general, issues, such as class size, teacher load, pupil motivation and interdisciplinary links, and discussion of these is of relevance to all subject areas.

Paradoxically, this concern with the general context arose because the authors were applying their experiences of constructing, testing, publishing and examining the separate subject curricula for Nuffield A level. For example, school trials of Nuffield courses made us appreciate the many ways in which committee plans can fail the test of reality. Any such gifts of foresight, albeit developed in work for the familiar A level context, will be desperately needed in the much more difficult task of appraising N and F.

The Nuffield authors did come to regard the N and F planning as a difficult task because the context for the new courses would be so different. The Schools Council working papers 145, 46 and 47 imply that in their first sixth-form year all pupils devote about five periods a week to each of five subjects. At the end of that year they must decide to take two to F level and the other three to N level.

In their second year they will devote about these periods a week to each N subject, and about eight periods to each F. The totals over the two years then give the required weights of 50 per cent and 75 per cent of an A level to N and F respectively. A little thought about these figures shows that they will make the sixth-form classrooms very different.

Consider the first year N group. Instead of teaching about 16 students for seven periods in one of their three chosen subjects as part of a two-year commitment, the teacher may have a larger class (of about 27) for fewer periods (5), with a wider spread of abilities and commitment to the subject, looking forward to choosing at the end of the year whether to increase or diminish the commitment.

Such a class may have more of the atmosphere of a selected O level group than of a present sixth form. Of course, class sizes will vary greatly from one school to another, and it could be argued that students with an arts bias are not

likely to choose the harder science subjects as one of their five.

If class sizes do increase then there will be pressure on laboratory space and equipment, and it might be more difficult to create that blend of involvement in experiments and of thoughtful discussion about the interplay of theories and evidence, which is one of the ideals of science teaching. Also, with fewer periods a week and wider spread of ability, more time will be needed for recapitulation.

However, since students will base their choice of N and F for the second year, and thereby of future courses and careers, on their first year course, it is important that it be both attractive, and honest, having something to offer in (say) chemistry to the committed historian, while also giving would-be chemists a realistic experience of the subject before they are committed to it.

The second year classes present more problems. If one extrapolates from A level groups of 16 and assumes random choices of subjects, there would be an N class of about 16 studying for three periods a week and an F group of about 11 doing eight periods. For the N class, it will be hard to maintain momentum, and some tasks—observations of growth and change in living material—may be ruled out. Also, this group will have chosen to concentrate on other subjects, and some of them may not care if they lose the thread of the N work.

The second year F group presents fewer problems: they will be more like an A level class, with students working on one of their two favourite subjects. However, there will be complicated problems if the second year N group cannot be

answered in taking any decisions about the new scheme. These concern both policy (are N and F to evolve separately in year two?), school resources (will teacher supply be adequate in each second year N and F groups separately?), preparation (will there be any time in resources for producing and testing at least some samples of new types of teaching materials?) and examining (how will N and F grades be related when N and F groups are different people who have done different courses?).

These questions have to be answered with careful regard to the needs of higher education, particularly because the achievement of a first degree which takes only three years and yet has a high international reputation is peculiar to Britain. It is hoped by the authors that the F courses will be a basis for those degree courses which relate closely to the school subjects—but will enough students be required if named F levels are required?

In general, the studies show how any assessment of the N and F scheme must depend closely on the conditions under which it is introduced, and on questions about which will have to be resolved.

The studies should help teachers think about the quite new teaching needs, for example, of first year joint N and F classes. The new problems and the uncertainties might be relieved as a gloomy confirmation of the worst fears of subject specialists, and feasibility studies confined to individual subject areas may give an unfair prognosis for the proposed scheme.

Scientists, for example, have to pay attention to the gains for an arts student from studying an N level science, or for a scientist from studying an N level arts. These gains are harder to appreciate than the specialist losses, and depend more critically on the most fragile part of the plans—the second year N course.

One important potential benefit is in the notion of breadth. A student might be able to know enough about several fields to appreciate the problems raised to them, and to understand the similarities, contrasts and interactions between them. It is rare for pupils to appreciate the links and contrasts between subjects, and yet, if they cannot do so, an increase from three subjects to five may be of no more significance than an increase in the size of one's stamp collection.

Breadth may only become an achieved value if we work for it; one way would be to look within subjects for link topics which can develop from students' work in diverse subjects. For example, an N option in history of physics might be available within either N history or N physics, for students who are taking both courses.

The N and F scheme is a compromise. It is much easier to foresee its disadvantages than to be excited by new opportunities it might offer. Reluctant acceptance of a compromise is not a good starting point for teachers who have to solve the problems of a quite new system. The debate must generate some positive enthusiasm if the scheme is to succeed.

Paul Black is director of the Centre for Science Education, Chelsea College, University of London.

*Published by the Nuffield Foundation, Available from Nuffield Lodge, Regents Park, London NW1 4RS, £1 post free.

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The search for Shangri-La

John Eggleston on community work

The Barton Project: A Kaldor-style report on its first two years 1974-1976. The Barton Project Volume 2: A Study in Manipulative Interaction on behalf of a "Forgotten Community". £2.95. Volume 3: Community Work Theory and Practice. £2.25. All by Peter Evans. Akshar Shomuch Ltd, PO Box 70, Hounslow, Oxford.

Community has been a key word in education for over a century—ever since William Morris told Victorian England that it was not only a desirable but also a diminishing feature of social life. The new community movement gained early encouragement from theories of the German sociologists, notably Tönnies, who saw social systems changing from those based upon communities, in which all human relationships could be contained and all needs satisfied, to systems based upon associations in which the lone individual made what goals he could for his work, his leisure, his family and his life in general.

The ensuing wave of nostalgia for the "sense of community" shows severity. To recover the lost spirit of community is still one of the great rallying cries of politicians, headmasters and estate agents.

Education was not slow to join the community bandwagon as a centre of community colleges at Bourneville, Park Sunlight, Cambridge and many other places late sixties that the full potential of community education as an instrument of social engineering has not been widely advocated with its twin emphasis on the alleviation of deprivation and education

through the community. The flowering of the EPA Project, the centre of teachers such as the Mid-Ashbury group and the neighbourhood school; all these embodied a remarkable faith in a newly rediscovered tool with which to solve the massive educational and social problems of our time.

Yet with hindsight it is easy to see that to focus so closely on the educational aspects of community alone was a formula for disappointment. Community was about life in a whole, not just part of it; a twentieth-century school or city centre and to change little else could at best lead to confusion and at worst to chaos.

Yet a number of radical attempts to do more than this have been taking place in the sevenies, housing associations, communes, workers' cooperatives and many others have developed and even prospered in some cases the others it has sprung from grass roots. The literature of these initiatives is sparse and inadequate. Glimpses can be seen in reports of community action projects, grant-aided projects, and throughout the One of the most active community projects of recent years has been the Barton Project at Oxford, and several documents that describe its genesis and history have now been published.

Two of them specifically address themselves to the events of the project. Uneven, idiosyncratic and in places lacking in coherence, the volumes are a reader's and a reviewer's nightmare. Yet they capture almost by chance the essential inconsistency and messiness of a real life community project. For a quick guide to the

Waxing world-weary

Stuart Maclure reviews the Crossman diaries

Diaries of a Cabinet Minister, Volume III, by Richard Crossman, Hamish Hamilton and Jonathan Cape £12.50, 224 01492 7.

Richard Crossman's third volume records the last two years of the second Wilson administration—years of strife and of *In Place of Strife*, which gradually displaced from the inner circle. He becomes immersed in the growing business of merging social service ministries into the new super-department; managing the disastrous reorganisation of the health service and paving the way for the equally disastrous reorganisation of local government. He is to grow more weary, more dramatic, and more unrelentingly brutal in the realities of the community.

On almost every page of these diaries, the uncertainty of the future is a constant presence. The diaries are a record of a man who was not only a politician but also a writer, a man who was not only a politician but also a writer, a man who was not only a politician but also a writer.

23 Books/Politics/Childcare

Trials of strength

Sally Jenkinson

Colin Brown and Peter Mooney have covered a wide area in a concise and readable way. As teachers of modern international history they aim to provide a series of world patterns in international affairs that have a place in the "trial of strength" between the United States and the Soviet Union since 1947 which collectively have come to be called "the Cold War".

Into this single framework the authors attempt to fit accounts of the conflicts in Germany, Korea, Vietnam, the Caribbean, on the Sino-Soviet frontier and in the Middle East. This proves no easy task, but each chapter has an internal cohesion. The book succeeds as a classroom course in modern international history, and it has some useful charts, maps and a glossary.

World in miniature

Geoffrey Summerfield

The World in a Classroom. Compiled by Chris Searle. Writers and Readers Publishing Co-operative £4.95, 904613 45 3. £1.95, 904613 46 1.

The Politics of Literacy. Edited by Martin Hayes. Writers and Readers Publishing Co-operative £3.95, 904613 47 X. £1.50, 904613 28 3.

Chris Searle's anthology contains writings of many kinds by adolescents in a Limeshore secondary school. In their variety and vitality, their poignancy and humour, they demonstrate some of the benefits of a multi-ethnic classroom, and they are linked by a commentary explaining the premises underlying the writings. First, ethnic variety precedes opportunity to make knowledge of the world and its peoples immediate, practical and vibrant in a way impossible to promote in a teacher works "textbook". In his pupils, Third, the teacher involves the class in exploring "all over the world"; pupils discover that "their own classroom is a world in miniature, made up of children who, despite their national or racial origin, are now working class". Finally, the teacher must "develop... a curriculum and body of knowledge that vindicates the national cultural traditions of British working people" and which "actively engages the 'new' British children in its historical embrace and in its present and future formation".

Chris Searle's writing has energy, buoyancy, and passion; in the event, I find it disarming and en-

Crisis cities

Seamus Hegarty

Urban Problems: An Inquiry. Edited by R. S. S. Zolkin. Oxford University Press 19 802059 6.

This book is a collection of readings on various aspects of the city. It is a collection of readings on various aspects of the city. It is a collection of readings on various aspects of the city.

Days before school

Gabrielle Riley

Challenge of Daycare. By Sally Prounce, Audrey Naylor and Joanne Patterson. University Press £10.80, 300 01492 7.

The past 10 years have seen a significant increase in the day care provision for children below the statutory school age in this country. The of our cities will find much new to them here.

Among this week's contributors:

Tony Bechoe is Professor of Education at Sussex University. Andrew Currie lectures in New College, Durham. John Eggleston is Professor of Education at Keele University. Sally Jenkinson is senior lecturer in politics and government at Polytechnic of North London. Coorad Russell is a medieval and modern studies lecturer at Keele University. Geoffrey Summerfield is a lecturer at the department of Education, York University.

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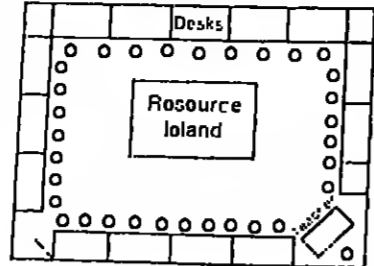
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For a complete list of the special insets planned for publication in the TES in 1978 please write to The Advertisement Manager, The Times Educational Supplement, PO Box 7, New Printing House Square, Gray's Inn Road, London, WC1X 8EZ.

30 Resources

Wheels within wheels

Avon Resources for Learning Development Unit is experimenting in ways of managing resource-based learning

"Resource-based learning? We've been doing it for years? In fact we've moved back to more traditional teaching... The Avon Resources for Learning Development Unit (RFLDU) may not have rediscovered the wheel, but providing answers to this question is one of the tasks of the evaluation team based at Bristol University...



The resource island would include all the resources; books, handouts, cassette, recorder, maps, paper, pencils, glue, etc. that a teacher could choose to include.

and audio-visual materials. RBL can then be defined as learning which involves the use of any of these resources and such covers as virtually all teaching...

Class learning may simply be described as learning in which pupils all work on the same tasks and 'individualised' as when pupils all work on tasks suited to their individual needs...

The RFLDU have devised a sophisticated system of classroom management in order to assist teachers who wish to experiment in RBL...

attempts to solve some of the problems traditionally associated with resource-based learning. A classroom set up in this way minimizes: (a) traffic problems, (b) distraction—the pupils all face outwards, (c) problems of control—the teacher can clearly see all children...

I share my room with the maths department, and I would be constantly moving desks. I teach in three different rooms and each lesson I would need to transport resources...

The RFLDU has attempted to answer these problems in a call for the 'functional specialization of classrooms'...

In an eight-form entry school, for example, all 16 classes in the lower school can be rotated through these specialized rooms...

An individual teacher, therefore, who wishes to adopt the innovation in all its facets must not only persuade his head of department and colleagues but also the senior staff responsible for timetabling...

is that you can get on to a subject and you don't have to wait for others to catch up. Not all the problems of necessity can be solved by resource-based approaches...

Conclusions Resource-based learning is nearly over one year old. This soon be true in Avon schools where it is being introduced...

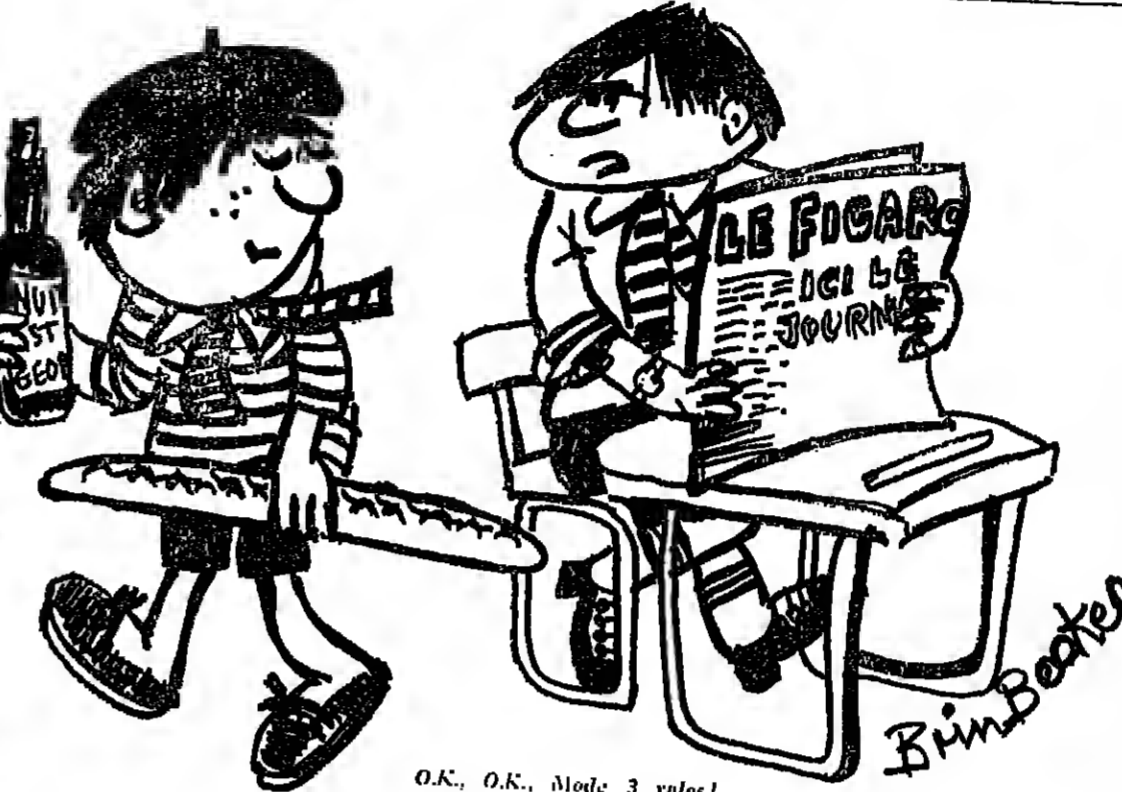
The authors would like to thank the observations unit for its participation in this project. The article should not be available until the end of 1977.

This article is jointly written by Rosemary Arnold, John Sison, Geoff Hughes and Peter Powell, all of whom work at Avon Resources for Learning Development Unit.

EXTRA Modern language teaching

Waiting for the real revolution

By Harry Radford



Throughout the last teachers of modern languages have renewed the struggle against the obsolete monolingualism of the British civiles, have returned from their annual 'refreshers' visits to the Continent (horrized and even harassed with their duty-free liquor) an arsenal of trophies destined for use as teaching aids—listening tapes, records and cassettes, newspapers, beer mats, stickers, manila labels, micro-tickets, minders, records and snapshots—plundered with dedicated fervour from every corner of Europe to reduce the reluctant language learner...

The dawn of a new academic year, while not quite the festive occasion that the Russians make of it, usually offers in the most dull pedagogic a mild thrill of anticipation: a fresh slate-table, a new set of books, a clean board, and even the stuck of anecdotes replenished. Good resolutions abound, and the thirteenth takes up his tape recorder with new zest.

Sadly, this mood of optimism proves ephemeral. Worksheets are remorselessly churned out, the same old artificial questions are renewed—'On'c'est-ce que c'est?' 'De quelle couleur est le ciel?' 'Les adolescents yvains en crigue with embarrasment as the ritual sheeping expedition to the grocer's is re-enacted (one would never think that self-service stores existed across the Channel!)...

Such sentiments, though generally welcomed with nods of approval in the euphoric atmosphere of conference halls, have yet to be translated into action. The tape recorder, in spite of Dr Burstall's findings, is still employed more often for repetition than comprehension; while the feeble content of some of the passages offered to pupils is hardly worth the effort of decoding. Our training courses, then, need to focus more on methodology and selection of materials, on the sort of stimulating interest and confidence during those vital early years...

Other disquieting aspects of the contemporary scene in modern languages are the trivialization of the syllabus, and the unpropitious atmosphere prevalent in some comprehensive schools. The first is a consequence of a laudable attempt to render languages accessible to children of low intellectual attainment; in seeking to avoid the Scylla of elitism, we have fallen into the Charybdis of facility. Linguists cannot evade their responsibilities to the weakest pupils; but their skills should be used to assist the bottom stream with supplementary English classes, with supplementary English classes, with supplementary English classes...

'Several months have passed since the appearance of 'Modern Languages in Comprehensive Schools', in which the inspectorate expressed grave misgivings about the quality of language teaching. It is time the profession began to show how matters can be improved'. By A. J. Peck

Has language teaching failed?

Language teachers could justifiably point in self-defence to the tenor of the last decade, which has brought about a situation for which their training and early experience has not prepared them. The changes of the last ten years have meant for many language teachers, that they are now teaching a foreign language to the entire population—the complete range of ability. Before, a foreign language was the prerogative of a small, able group...

While language teachers have been learning to become technicians, they have been offered a wide range of new teaching materials, but without any authoritative guidance as to the relative value of such materials; or, indeed, any which language teaching materials should contain. The examining boards have offered new sorts of exam which test the pupils' skills in speaking and in understanding speech, and while many teachers have welcomed the reform, they have had to struggle to prepare their pupils for the new examinations without the understanding and support of the head teacher, and while coming to terms with the need to improve their own linguistic proficiency sufficiently to view this revolution, it is, in my view, too soon to judge whether language teaching has failed or not. It may even be that a generation of school-leavers, all of whose parents learned a foreign language themselves in school, that the subject will be fully established.

Even in this interim period while the language teaching profession realigns its sights, there are signs of progress. It is now established practice for large numbers of secondary school pupils to acquire some measure of proficiency in the skills of speaking a foreign language and understanding it when it is spoken. Despite this, we must treat seriously the inspectorate's report of deficiencies in our language teaching and accept that, even though some success, there is an intolerably high casualty rate among the others. The inspectorate's criticisms are formidable: 'under-performance in all four language skills by average pupils; the setting of impossible or pointless tasks for average (and in particular less able) pupils to learn to become; lack of confidence in the school, operating type records; film-strip projectors, language laboratories, etc. While language teachers have been learning to become technicians, they have been offered a wide range of new teaching materials, but without any authoritative guidance as to the relative value of such materials; or, indeed, any which language teaching materials should contain...

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How pupils respond to resource-based learning. The RFLDU has mounted classroom demonstrations of RBL in local schools, and these have provided the evaluators with access to pupils. In one school, without the RFLDU carried out demonstrations over a term it was decided to sample pupils' responses to RBL. This study must be pointed out early on in the life of the project...

The Illustrated LONDON NEWS NOVEMBER. Ronald W. Clark, EDISON'S PHOTOGRAF, THE RIGHT AGENT, NEW CHURCH, ITALY'S VIGILANTE, PROFILE OF THE WORLD, ROUND-THE-WORLD, COLOUR PHOTOGRAPHS. camera talks a series on DRUG DEPENDENCE.

RBL at the Departmental Level. The RFLDU also advocates a policy which for many schools would mean change in the organization of departmental teaching. In English the unit would be a style of classroom layout which attempts to solve some of the problems traditionally associated with resource-based learning.

Vertical text on the far left edge of the page.

The self-correcting element

Bryden Keenan suggests a method for controlling group work in modern languages

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First culture, second speed

J. C. B. Gordon offers a revitalizing prescription

The symptoms of the crisis in modern languages are well known. The number of candidates entering modern languages at O and A level has remained virtually static or a little less since the late 1960s. In the case of some languages there has been a marked decline. Moreover, the number of people applying to study modern languages at university is falling. It is an open secret that some university modern languages departments are unable to fill all their places even when they accept virtually all applicants who turn up at A level.

It is fashionable in some quarters to regard this as a crisis in modern languages education. It is well to be aware that competition has helped to trigger it off, but in retrospect what is remarkable is how successful the major schools and public schools have been in promoting a subject whose success to most pupils is far from obvious, especially in a society where knowledge of modern languages is not held in particularly high esteem.

Other classes either need an amount of rehearsal or are so forgetful of everything they have learned when faced with the "Democracy test" that they must surely be a substitute for a language laboratory.

It is not always possible to devise exercises which allow the pupils to work in both directions. The stimulus can, however, be designed so that more than one response is possible, with children only going on to the second response when the first has been exhausted.

Foreign language learning is not a passive process. It is a process which provides an extreme example of the socialization process. Even after five years of study, many of the most able pupils are still not in a position to say words while with or in the presence of those who average to good level passers often speak, read and write.

Personal satisfaction, apart from that derived from being officially adjudged better than one's peers, was largely incidental. In the days when university entrance was difficult but provided almost automatic access to satisfying employment, there was a certain logic in encouraging schoolchildren to concentrate on those subjects that they happened to be best at, regardless of the question of intrinsic personal satisfaction.

Modern Languages in Comprehensive Schools

The findings reported in *Modern Languages in Comprehensive Schools* (HMSO 1977) should come as a surprise to no one. Although there has already been some radical thinking among modern language teachers and some imaginative experiments have been undertaken, more ce-
 lling is necessary. The claims of modern languages to a central place in the school curriculum are by no means self-evident in English-speaking countries; and, unfortunately, teachers who cling to an outmoded view of the subject or use teaching methods based on discredited theories are doing much to undermine the subject. Due heed should be given to reports that in a number of schools French is the most unpopular subject in the curriculum.

It is, of course, important that the courses should be designed in such a way that a rapidly growing knowledge of the language is an essential prerequisite for learning about culture. The second priority must be to speed up the language component of the course so that pupils do not have to wait for years until they can do anything worthwhile with or in the language. Probably this can only be achieved by curbing the traditional obsession with accuracy in the early stages and by drastically reducing drilling, oral or written. The aim should be to present pupils with the basic grammar within the first few months of the course, to give them opportunities for meaningful practice rather than drilling and then to allow the impetus for accuracy in detail to come from the pupils themselves.

Some people will object that this approach will produce casualities in the form of pupils who never get on terms with the grammar and never develop any desire for accuracy. However, this is no worse than what happens at the moment, and it is doubtful whether accuracy can ever be achieved, on any level, without a desire for it on the part of the pupil.

It is absurd to slow down a course to the pace of a funeral march in order to produce marginal gains in accuracy among those who are going to opt out of modern languages at the first possible opportunity, and it is nothing short of irresponsible if it kills the motivation of those who are interested in the subject. Potentially, speeding up the course combined with a redefinition of the aims of foreign language teaching provides the most powerful instrument for enhancing motivation and the correct crisis is above all a crisis of motivation.

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J. C. B. Gordon is a lecturer at the Language Centre, University of East Anglia.

HALB VERBOTEN
 ZUFAHRT ZUM GEFANGENENHAUS
 AUSFAHRT FREIHALTEN

56

This exercise comes from 'German sign Language: reading comprehension activities' by Robin Sawyer (Harcourt) £1.50. 0 215 530916.

Mille Fleurs' tapestry at the Chdrou of Angers. Another illustration from 'France Observed' (Kojas and Ward).

continued on opposite page

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Attitudes, motivation and the timetable

At the Archbishop Ramsey School we have devised a new approach writes David Cross

Two of the most important variables affecting the level of proficiency reached by a language learner are, first, the amount of time available for contact with the language, and second, and perhaps more crucial, the attitudes and motivation of the pupil. In short, if we are to achieve success we need classes of voluntary and sufficient time. The traditional timetable, however, seems designed to encourage failure rather than success.

Traditionally the greater part of the five year course is spent teaching "pressed" pupils, giving forty minutes for three years regardless of their facilities or aptitude. For many pupils and their teachers something like 20,000 minutes of compulsory French becomes purgatory. Certainly all children should have the chance to sample a foreign language; but not for three years!

It is becoming more and more evident that a relatively small proportion of our children will learn a language successfully under such conditions. A proportion of this length is not only unnecessary, it is uneconomic and in some cases positively harmful. Far from giving the pupil friendly attitudes towards foreigners and foreign countries and a desire for further language-learning, the usual three-year foundation course conditions and increases its chauvinism.

Don't let us accept the system unquestioningly. Is this really the best way? Our problem is this. How can we offer a language for all and still ensure that we spend most of the available time in front of the motivated pupil? Any easily acceptable alternative must fit the framework of the school organization, must respect the common core curriculum and an option-system which usually comes into effect two years before public exams.

At the Archbishop Michael Ramsey School we have devised a new approach which fits most of our criteria. French, our main foreign language, is introduced only in the third year. During that year the pupils come to us for three double-periods each week. By the end of a fairly rigorous year they are well aware of what will be required of them if they choose to continue a language to exam level.

Accordingly only the pupil who wants to work hard will volunteer. There is an important difference. During the next two years we have him for the equivalent of eight periods a week so that by the time he reaches the stage of public exam he has had almost exactly the same amount of French as has the pupil who has endured the usual five year course. Obviously we cannot offer the same amount of time for a second foreign language, so only the more able pupil can opt for two languages in the fourth year, but we do have a choice of one year courses for beginners in the sixth form.

THE LOWER SCHOOL

This does not mean that the pupils at AMR meet no foreign languages in their first two years. We have them for one double period a week and give them a foundation "linguistics" course. Fortunately, the school has been internally re-organized from a seven form entry school to an eight form school. This enables us to take them in hocks of four mixed-ability classes.

Such an arrangement lends itself readily to a module system and we have four teachers each offering a 10-week module in both years. Ten teachers team-teach a double-module (20 weeks) intended to acquaint them with the culture and civilization of France. A language-culture module is designed to equip the

child with insights into the nature of language. We hope this will thrill some of them to learn foreign languages more easily at school and later in adult life. The foreign language module in year one is Italian; in year two it is German. The units are not cumulative. The classes rotate from module to module in any order.

The advantages are apparent. For the first two years the pupils have the stimulation of changing modules every tenth week. This tenth week includes a short progress test so there is added incentive to work harder than a few lessons away. All the pupils get to know all of the teachers.

If there is a change of staff in a child's class, the teacher, not the change of department, is the continuity. The new member of the department finds a ready-made module which he can adapt to suit his own personality, ideas and beliefs. All of the pupils get exactly the same basic course, having an equal share of the most experienced teachers. The work load for the teacher is much reduced. Each team member has to prepare two 10-week modules and his preparation for an academic year, for the first and second years is complete.

Perhaps more important, the system is flexible. Modules can be changed at any time. A teacher of any minority language can give every pupil in the school a sample of his language. In addition, we can cooperate with the remedial department and allow withdrawal from any number of 10-week units for those pupils who are handicapped in literacy or numeracy. The child who is sent back to language lessons or who joins us from another school can be put into a module which is appropriate for him.

Discipline problems, and noise is not an easy area, have become minimal. No time is wasted on the contrary there is a sense of urgency. The variety offered ensures that the linguistics course is intrinsically motivating. The result is that in the beginning of the third year, when many classes following the more usual language course are showing under an increasing weight of quality and paper work, our pupils still have familiar attitudes towards us and towards our subject. They face their third foreign language with confidence.

This third year is equally rewarding. We keep the excitement of a modular approach to French. The pupils spend the first month with one teacher; after this introductory course the rotation starts again. We prepare self-contained modules upon a theme which are designed to last for the three double periods which are now available weekly. At the beginning of each week the classes go to a new teacher, a new topic. Success in completing this unit does not depend upon the acquisition of previous modules. Our cycle continues: minimal preparation, hence well-presented lessons, relaxed teachers, motivated pupils. This allows us a more flexible work load for the entire third year from September to May. It is the shared preparation of the introductory one month unit, followed by his six three-lesson modules.

We had a further element of intrinsic motivation by offering a test battery after the third module (week 17 of the third year). If this oral and aural test is successfully passed, the pupil is awarded his first grade "Intermediate Certificate". After three more modules (week 30) we offer the next grade, by which time all of the children should have won the elementary certificate, proving their ability to produce appropriate language and in understanding a range of native responses in a number of language activities above the predictability in high.

CERTIFICATES

Our certificates are awarded at year assemblies. For too long assemblies have been platforms for the more glib of our staff. Our children get certificates for all sorts of activities from swimming to a wide range of the habits to playing x-ball for the school. Why not give certificates for academic achievement? Our attractive certificates are shared by the local school and the head of department.

As well as offering short term, realistic goals, these certificates provide the opportunity for a ritual which is good for the image of the department, within the homes as well as within the school. Those who will not continue a language next year can leave us with dignity. Their certificates are proof of their success; they do not perceive themselves as having failed the first half of an exam course.

We hope that, in addition to the certificates, they also carry away knowledge, language insight and awareness that will be of lasting value. We hope that those language-leavers will have a more positive attitude to language study and that we will recruit many of them

for the one-year entry in the sixth form.

For the past 18 months we have continued to run two parallel language groups. They continue to run as well as in parallel and try to hold certificates in a way. The pupils are motivated towards a minimum level of achievement for the exam level.

For our language class we will work to separate future classes from O level. They are motivated, having not just got on with teaching French and to as it is spoken by most.

POST-OPTION FRENCH

We reduce teachers' marking by printing two class groups. The two teachers are assistants and so there are three adults with three pupils in a class. This allows us a more relaxed approach to a quick exposition of the whole group. Two or three teachers can do it.

The class can be split into groups for three months. Alternatively, they can be split into smaller groups, one a unit in a week. The idea is that we have at least one day a week to take the change-over and add an element of intensity. We do projects in English and French, and we do them for an afternoon. We do our French with French and explore the local scene.

We believe that such thoughts with more contact with a foreign culture will be a language in a much more expressive manner. As a relatively mature language, it learns more than does a younger child. It would like to start with "late start" pupils, by the time they have finished the fourth year through the fourth year. This means more work with better accents, but not from traditionally slow pupils who have had much time with the language.

We are not expecting teachers but we are expecting more of our staff. This is the result of our own use of (un)metaphors. Teacher one-class organization is a result of our own use of (un)metaphors. More detailed content of the lower school has been given in the December, 1977, issue of *Journal Modern Languages*.

David Cross has been Head of the Department of Modern Languages at the Archbishop Michael Ramsey School, London, S.E.17.



Unloading the catch early in the morning at Vigo in North-West Spain. Photograph by Jonathan Eastmond.

The dimensions of Spanish

James Holroyd maintains that Spanish represents not a country but "el Mundo Hispanico", a world ranging from the primitive to the highly developed.

The Secretary of State for Education has recently selected a field for some considerable time by the language inspectorate at the DES, namely that we should spend our resources on the study of foreign languages. Such a resource, occupying its supreme position in the historical, should come with some of its hegemony to languages of equal importance to the European and world scene.

There is a great deal to be said for having in this island groups of people knowledgeable about the cultures and languages of various countries, sensitive to their strengths and understanding their weaknesses. Such a resource cannot help to counter prejudice and form a reservoir of expertise available in all types of contact with the French but with other important cultures beyond the frontiers of France.

What then are the prospects for my own "minority" language, Spanish? Although the position of languages as a whole within the school curriculum gives cause for much concern owing to restrictions imposed by timetabling in the comprehensive school, and even though numbers taking a language at A level have dropped disconcertingly in the last few years, Spanish appears to have lost little ground relatively or absolutely.

Yet, as a language it remains under-rated, traditionally considered by most who do not know it, or whose knowledge is limited to a fleeting trip to the Costa del Sol. (a) a simple to learn language, (b) a fitting object of study only for Catholics and girls.

Those who have some acquaintance with the culture point to a richer literature in other languages, indeed to cultures stronger apparently on every score, and to a factor playing no small part in their assessment, the economic power of the country whose language is under consideration. (Although it is admittedly true that there is some evidence of this principle in the case of Russian, in that it hardly boasts the proportion of language teaching which its political, cultural and economic importance to the world would demand).

This under-evaluation, trivialization almost, is perpetuated by publishers of taped courses for adults, and persists in some measure even in the excellent language programmes for adults put out by the BBC, which prefers to reflect the wants of its largest audience rather than to mould them. So in turning to a tape-recorder or radio, one can grasp at once the essential differences between a learner of Spanish and a learner of Russian, say.

The Spanish student will be exchanging banalities with a hotel receptionist; his wife has just scalded her fingers after turning on the tap marked "Frio" (the Russian student, on the other hand, will be engaged in earnest discussion over the execution of a particular experiment he has just seen of the Bolshevik. All of which adds up to an image of Spanish as a culture and language which is "peu sérieux"; a language apt perhaps for a further category of pupil as well: the slow learner.

months, and realisation of the culture as we see it, and asked me what was the matter there may be a Spanish as a school subject.

Two days, we felt, one month a language, to be more than a subject at school, had happy associations with the country, found it in the curriculum at a given school and then, without stopping to ask oneself why, taught it in a short-sightedly, because it was there.

The first great strength of Spanish as a culture, we have decided, is its diversity. Spanish represents not a country but "el Mundo Hispanico", a world ranging from the primitive to the highly developed, full of contrast and paradox. Spain is excellent as a starting point, as an introduction to an already strange culture, but how much more appealing to a 15-year-old are the adventures of Pizarro, the colonial remains of Antigua, Guatemala, the exploits of the conquistadores, the flamboyant Idealism of Simón Bolívar, the lost cities of the Mayas. All this is material which attracts on a superficial level in the early stages. It has been up to us to track down source materials and absorb them, take cuttings or slides from magazines, etc., reinforcing the Spain we knew with a great Latin-American dimension.

However, it is the very strangeness of the Mundo Hispanico is an advantage, the lack of contact at school with Spanish (my wife being remembered by the Capital Bureau) and at any level with Latin America until, by the same token, place the subject in the realm of the Arabian Nights. It is, therefore, necessary to emphasize what contacts there are and actively encourage some pupils to visit Spain in order to report the wonders they have seen.

An exchange of assistants with other schools in the area has helped a little in this respect, also shifting the focus from one region of Spain to another. At the local technical college we have managed to find students from Mexico, Venezuela, and Peru willing to talk to the pupils in general terms about their country or hold a useful reading on given topics.

Many of the suggestions I have made apply in some measure to all pre-O level pupils but once we are dealing with a sixth form course the situation must be analysed in a slightly different way. There are usually insufficient reasons for studying Spanish. Grateful as he will be for his good A level grade, the pupil will be happier still if he has detected some underlying purpose in his studies which will attract and confounding interest and understanding whether he wishes to pursue his formal studies or not.

Here is the *hora de la verdad* for the Spanish teacher. A major contribution of the Hispanico World to modern thought is to be found in the field of development economics. There is a considerable corpus of literature both technical and lay in Spanish which has been made available by home-grown academics of international reputation.

This, then, is the major and unique contribution that Spanish studies could make to the sixth former, an understanding of development in all its complex manifestations: sociological, cultural, political, etc., acquired at first hand from Spanish language sources. The contrasts and similarities to be found in the approach to these problems, not to mention the variety of the historical and cultural experiences of countries like Cuba, Mexico, Peru, Brazil and Paraguay, afford necessary material for discussion and comparison—*and there is ample source material available in Spanish.*

Supplementary material is to be found weakly in festival radio talks and newspaper articles. It might be argued that this is the province of the geography A level syllabus, but that approach looks to the immediacy and compulsion of local sources.

The school library, where this source material is naturally to be found, has a most important part to play in the presence of a language as a school subject.

I have scarcely mentioned literature so far, this is because it is a sine qua non of any A level language course. Yet, modern Hispanic literature, particularly the short story, in the main, reflects the very nature of the situations and issues which arise in class discussion. Thanks to many of the writers of the so-called Latin American literature "boom", who have achieved

continued on page 38

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THE TIMES EDUCATIONAL SUPPLEMENT

The first formal account

A report by Keith Gordon on the Oxfordshire Modern Languages Achievement Certificate

About a year ago, in an article "Aiming at the Right Target?", Peter Dawkins, head of The Henry Box School, Witney, outlined work that was in progress within Oxfordshire. That work was essentially an attempt by various groups of language teachers within the authority to put into practice some of the ideas on the subject of alternative approaches to modern languages as propagated in recent years by people like Brian Page and Ann Harding, of Leeds and Cardiff Universities.

Although at this time our work was at an early stage, the task of meeting requests for information became too burdensome to maintain, the demands of the actual jobs of producing syllabuses and exams, plus a framework within which to administer and assess those examinations in the county being too time-consuming to allow us the luxury of regular "bulletins" to interested parties outside our borders. Thus, with the exception of a conference in Oxford, referred to later, this report constitutes the first formal account of how things have gone in the past year.

It is, perhaps, worth noting that our county has no specialist adviser for modern languages, that function being performed by a committee of linguists and members of our advisory service. Ironically, it might be argued that the lack of an adviser like, in this instance, almost proved to be an advantage as those teachers on the committee are an dedicated and enthusiastic that the nucleus of the working parties to work on the French Syllabus Levels 1 and 2 and German Syllabus Level 1 was already there.

When we appealed for other volunteers to make up the groups to viable numbers it was easier to attract teachers who saw that respected colleagues were already committed to the idea. However, our German group had a more chequered existence than the other two of its original membership consisted of teachers who all shared a teaching situation where only the most able took German. At Christmas of last year, they retired defeated and a new group agreed to take on the task of producing a low-level German syllabus, which it did by Easter of this year.

At this juncture one must also pay tribute not only to the outstanding efforts of the teachers in the three working parties who accompanied all the work entirely in their own time, but also to two individuals who have played a major role in going into the latter work that has gone into setting, and evaluating the examinations: themselves: Miss Naylor, of Culham College of Education, and Dr Harding, of Cardiff University, have been towers of strength during this past year, assisting to continue their involvement during the next stages of development.

By late spring we had reached the stage where preliminary syllabuses in French Levels 1 and 2 and German Level 1 were either completed or nearing completion. At this point we had to make a conscious decision: whether to go ahead in faith and inform schools in Oxfordshire that tests would be set on the syllabuses and invite entry, or to postpone such a step until 1978. After much discussion we "grasped the nettle" and announced that tests would be set in late July.

Hopefully, this would fall outside external exams and coincide with many schools' internal examination arrangements. Of a total of 57 secondary schools (some of which are middle schools) 17 expressed willingness to participate. It was felt that we should endeavour to accommodate all who were prepared to "stick their necks out" and we ended up with just under 1,300 entries.

It was at this point (March 1977) that the meeting in Oxford, referred to above, took place. Under the chairmanship of Michael Salter, HMI, we drew together both representatives of areas such as York, Hertfordshire, H.E.A., etc. and teachers from individual schools who had already produced, or were producing alternative syllabuses and exams for less able students in their schools. The day was a most useful exchange of information and ideas from which two factors emerged: first, we were the only L.E.A. then to be committed to setting countywide tests to be awarded certificates of achievement signed by the chief education officer; second, our topic-based and situationized syllabus seemed to be generally endorsed by other groups there.

New conceptual approaches

By Keith Hoskin and Salvador Ortiz-Carbone

We need a conceptual revolution in modern language teaching, so that the process of learning a language is no longer systematically blocked by irrelevant teaching traditions. We must start by critically examining the nature of the language that is learned.

Merleau-Ponty distinguished between "authentic" and "empirical" language. Traditional language-teaching approaches have been grounded in "empirical" language, that is those "exact forms" which consist of "observations about thoughts that have already matured in the person speaking".

This is not "authentic" language, the language you and I speak. The latter is creative in the sense that it constantly unfolds itself; we do not invent it, we are born into a world where it exists and we find ourselves in it as we do in history—whether we want to or not.

But empirical language is not that language, it is a secondary derivation, it is to quote Merleau-Ponty again: "The worn coin placed silently in my hand".

Most of us probably accept the validity of such an analysis of the different kinds of language without question. Yet in practice, when teachers "do" modern language teaching, they use techniques predicated on the assumption that empirical language is the primary "real" language. They teach grammar, the analytic precipitate of empirical language; they teach vocabulary lists, collections of the bits of empirical language, and so on.

These are not necessarily "bad" things to know, the point rather is that they become useful to a learner only when he has learned, they do not help in the process of learning creative, authentic language.

The method which we see as the beginning of a solution is the intensive Teaching Method. The method evolved by trial and error, finding out what worked and what did not in actual classroom practice, but the criteria underlying the choice of the techniques, we now realize, is that all those adopted are ones which allow the learner to deal with language in its authentic creative form not by empirical form.

At present techniques used (in teaching Spanish) include the following: start with proverbs, always to a much longer period of silent work; however, it is most heartening to write this after an evaluation meeting where I have found volunteers more than willing to take on the fresh work and to sit completion dates earlier than I would have dared to suggest.

problems of foreign language learning. We need to see similar research done, these ideas are about as far as we can go.

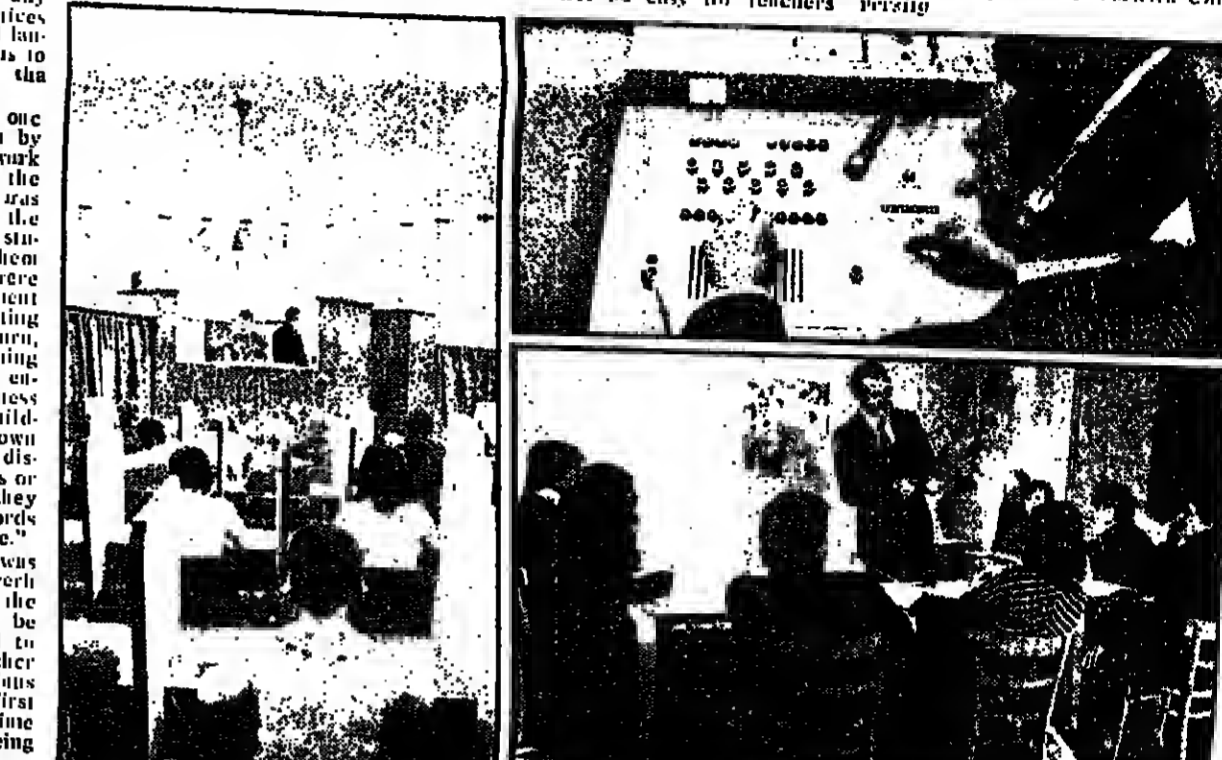
The kind of structural formulations in these two types of learning linguistic competence are possible quite similar to the other hand, they may be significantly different in certain crucial respects. Either way this information we need in order to develop the new approach further.

There is always the danger of such a qualitatively new approach being reduced to just a new form of the old, new in appearance but not in substance. A covert resistance action can be fought in many ways on behalf of traditionalism, but least of all by the curriculum and the demands of the examination system. However, the method is already in use at Warwick and York. Further, it is being looked at with interest elsewhere in higher education.

If universities begin to define the process of learning differently, use a qualitatively different pedagogy and curriculum, schools and the school exam system tend to follow suit. Yet, we cannot afford to overlook any aspect of the practical context we have to face: the fact that the internalized norm is still that empirical language is the primary form of language for the purposes of academic learning. It will not be easy for teachers to transcend all vestiges of that norm. It requires a quantum leap in conceptualization to teach language in its authentic form. Equally, it requires a quantum leap from students to perceive that this is a qualitatively different way of learning a language, since they too have an internalized norm of what language learning is.

We have to bear this in mind as much as anything else, for the method will still fail if students approach it convinced that it is one more way to manipulate them, not a means by which they are genuinely being allowed to learn.

Keith Hoskin is lecturer in education and Salvador Ortiz-Carbone is tutor in Spanish at Warwick University.



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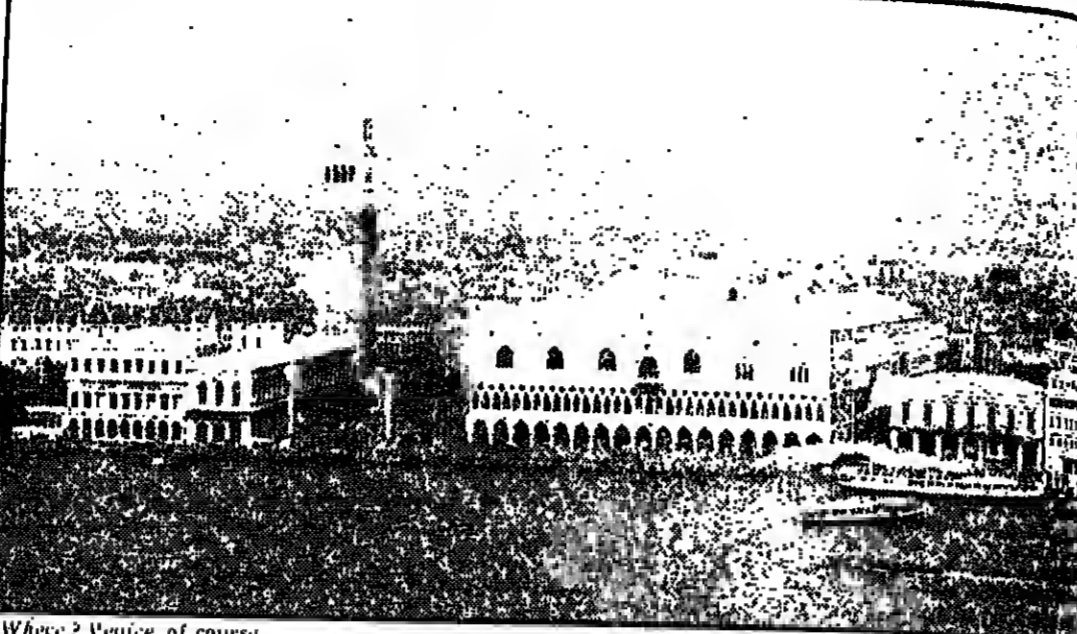


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Italian—a remarkable expansion

Il come, il quando ed il perché... or how it's done. Donald Baldwin on the work of the Association of Teachers of Italian



Where? Venice, of course.

Photograph by Ray RA.

Italian, we are told, is a minority language. It shares that label with Russian, Spanish and even German. This is almost certain to be the case in any curriculum where French is a time-honoured subject, but it is not an adequate reflection of Europe in the 1970s.

Heads and principals have often been reluctant to offer Italian. They argue that Italian is not useful; it is not an international language of diplomacy and, moreover, it is difficult to replace a teacher of Italian. Such reasoning ignores the reality of modern-day Italy, as much one of our neighbours as Europe as France is and with a population roughly the same as our own. What need of the Italian language and its teachers in this country?

The position of Italian has been argued by a Society for Italian Studies in Britain—The Place of Italian in British Education (1972), Ministry of Education pamphlet No 29 and by A Case for Italian (1977), published by the Association of Teachers of Italian (ATI) with help from the Italian Institute and the British Council.

Italian is a particularly rewarding language for the beginner because of its phonetic nature. It is a musical language—easy to pronounce and to write although, at a more advanced stage, there are many idiomatic intricacies to luxuriate in. The sense of achievement that encourages a learner, Italian has been successfully introduced into schools as the first foreign language.

The study of Italy's rich cultural heritage is worth the consideration of curriculum-planners. In schools where Latin is no longer offered and where European Studies courses are envisaged or actually taught, an understanding of aspects of Italian civilization—art and architecture, literature and music, history and philosophy—both 'past and present, is almost fundamental to our understanding of other European cultures.

Contemporary Italy is undergoing significant social, economic and political changes. It is developing closer links with the rest of the European Community, including Britain.

The number of jobs that advertise for a knowledge of Italian is increasing beyond the traditional fields of teaching, to embrace music and interpreting, art, architecture, museum work and librarianship, journalism and broadcasting, the Civil Service, Market organisations, industry and commerce, banking and insurance, hotels and catering and the tourist industry in general.

At the other end of the scale, a pilot project for the teaching of Italian at the mother tongue has been set up by the BEC and the extend it to the primary school. Italian is taught in about 340 secondary schools. About a dozen polytechnics offer courses in Italian ranging from diploma to degree level while some 31 British universities provide specialized and confined courses. More than ten colleges and university institutes of education make teacher training places available to graduates with Italian. The spectrum from the learner in the trained teacher of Italian reflects remarkable expansion.

A similar growth lies behind the Association of Teachers of Italian (ATI). There were about 50 members by December 1969, at their meeting at the Italian Institute in London on June 4. Now, only 11 years later, membership totals some 531 and that number is still rising. Most members are practicing teachers of Italian, about about half are in secondary education, although individuals may join for interest's sake.

Both volumes are London University School Examination Board 'A' level prescribed texts for 1979 and 1980.

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...counted from page 40
...with the teachers there. The programme was broadcast later in the Italian nation.
Paralleled by the increase in the teaching of Italian, the demand for Italian teachers has risen. The Central Bureau for Education, the Central Bureau for Education, placed about 30 assistants in schools and colleges and, with the cooperation of ATI members, is fostering the development of links and exchanges between schools in Britain and Italy.
It has been said that the Association of Teachers of Italian has as its principal aim the furthering of the teaching of Italian. The history of the association is closely linked with the recent expansion of Italian teaching in Great Britain. Prospective members of ATI should write to Dr P. K. Brown, 138 Shelton Road, Tompington, Cambridge CB2 2NE.

Residence abroad and the student of modern languages

Frank M. Willis introduces the Bradford University report

Degree courses in modern languages at Bradford differ from almost all others in the arrangements we make for our students to spend a period abroad. It is true that other institutions make it a compulsory requirement and that a number of these also regard it as something more than an intercalated year which is neither prepared for our built-up curriculum nor the high proportion of students, at present 71 to 80 per cent, who spend their time abroad in commercial and industrial firms and international organisations, where, as well-paid trainees, they are required to use their linguistic skills under expert supervision. This system was developed as a practical response to some of the criticisms frequently made of more conventional schemes, such as the one we started with in Bradford and which involved sending our students to follow courses at selected foreign universities.

...before we realized that we were doing it in the accepted but unscientific way that the effects of foreign travel have always been assessed—by subjective judgments based on personal experience or observation without a scrap of empirical evidence. Such was the method of Bacon, Gibbon, Macaulay, Locke, Adam Smith and others; such is the practice of many modern language teachers today.
It was the desire to attempt a more serious appraisal of what constituted a major component of our course that led us to set up a small research team to investigate the effects of our two forms of placement in terms of certain linguistic skills, socio-cultural knowledge and personal development. Our first discovery was that we had set ourselves a task bristling with pitfalls.
Take, for example, the sample with which we should work. Could it contain a control group of students required to graduate without going abroad? In order to get a truly random sample for each type of placement, should we abandon the selection for specific work-placements requested by employers?
Then, again, the longitudinal nature of the proposed survey meant that a really large sample would require several years to build. There was also the question of what a wide range of language skills, activities and attributes or just a few? And for which languages and which countries?
In a limited ourselves to listening comprehension, speaking, knowledge of socio-cultural background of the language and personal development of the student for placements in French and German-speaking countries.
Our new approach seemed to remedy these deficiencies by requiring our students to work with colleagues representing a far wider range and drawn from more diverse parts of the world than the ready-made network of contacts of the office would lend to fruitful social contacts outside it.
Our own observations, the reports of returning students and the obtained posts with the organization as trainees, all encouraged us in our scheme to develop this particular stage beyond the experimental stage.
While it was understandable that we should seek immediately to compare the apparent results of our two systems—study-placements and work-placements—it was some time

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BY GEORGE VARNAVA

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Re-assessing the A level syllabus

By Allen Martin

Suddenly, it seems, the study of languages in schools is under close scrutiny...

From all sides, the attacks come thick and fast, bringing with them as many potential solutions to the problem...

This article does not intend to explore any of the above mentioned possibilities in detail...

Something is needed to revitalize language study in the schools...

For cynically the position regarding A level French is that it is just another area where a student may use his own peculiar talents to best use in the pursuit of a university place...

Although the new universities have made a knowledge of the culture, welfare provision and history...

The reasons for this must be both historical and social. The study of a foreign language has always been seen as a sign of a cultured person...

Of our attitudes still prevails. It is, after all, the rationale of many adult evening class learners...

more revered institutions where students continue to read literary texts in translation...

Such a tentative approach to foreign language study may have had its uses...

But is the present method of teaching literature at A level—reading five set texts over two years—the only way of developing the student's powers of analysis, judgment, insight and understanding?

One of these is the exercise known variously as 'explication de texte', 'text comment' or 'textual analysis'.

This article wishes to suggest that a good starting point for a revised approach would be to re-assess the present A level syllabus...

In general, the 'explication de texte' is not a particularly popular exercise with undergraduate students...

As it is a method, it surely must make better sense to introduce it earlier rather than late...

Besides producing a methodological approach, the 'explication de texte' has other advantages...

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However, while teachers and academics wrangle over the desirability of certain courses...

But is the present method of teaching literature at A level—reading five set texts over two years—the only way of developing the student's powers of analysis, judgment, insight and understanding?

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Besides producing a methodological approach, the 'explication de texte' has other advantages...

Apart from the question of style and register, the apologists of literature claim that there exist no really suitable alternative texts...

However, here again it is time for a change. The suggestion is offered as a device...

The study of literature is required by a study of the human condition. The literature paper to give to an 'Explication de Texte' course should be chosen by the student to select from the secondary school.

If you would have trouble in organizing such hardware for five or six minutes' use in one of the lessons, you might be tempted to forget the admirable filmstrips and records and use only the book that is the core of this scheme.

At examination time there has to be no paper corresponding to particular aspects of the course...

Many hours are now being spent in this direction. They are not necessarily being spent in a civilizational compass...

The ability to criticise is fundamental to life and should be an objective of the teaching process.

It is often assumed rather condescendingly that 'on everyday vocabulary' the means of asking the ordering a coffee, hiring a car or using a telephone...

The converso is equally fallacious. If the infant mind would be up to date, and since there are many acquaintances whose attitudes are recognized as 'modern'...

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Pay the piper, or call the tune?

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HAMPSHIRE

HAMPSHIRE: HAMPSHIRE COUNTY JUNIOR INFANT SCHOOL, Hampshire. ...

LEICESTERSHIRE

LEICESTERSHIRE: LEICESTERSHIRE COUNTY JUNIOR INFANT SCHOOL, Leicestershire. ...

MIDDLESEX

MIDDLESEX: MIDDLESEX COUNTY JUNIOR INFANT SCHOOL, Middlesex. ...

SOUTHAMPTON

SOUTHAMPTON: SOUTHAMPTON COUNTY JUNIOR INFANT SCHOOL, Southampton. ...

WILTSHIRE

WILTSHIRE: WILTSHIRE COUNTY JUNIOR INFANT SCHOOL, Wiltshire. ...

HAMPSHIRE

HAMPSHIRE: HAMPSHIRE COUNTY JUNIOR INFANT SCHOOL, Hampshire. ...

KENT

KENT: KENT COUNTY JUNIOR INFANT SCHOOL, Kent. ...

OXFORDSHIRE

OXFORDSHIRE: OXFORDSHIRE COUNTY JUNIOR INFANT SCHOOL, Oxfordshire. ...

HAMPSHIRE

HAMPSHIRE: HAMPSHIRE COUNTY JUNIOR INFANT SCHOOL, Hampshire. ...

LEICESTERSHIRE

LEICESTERSHIRE: LEICESTERSHIRE COUNTY JUNIOR INFANT SCHOOL, Leicestershire. ...

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WILTSHIRE

WILTSHIRE: WILTSHIRE COUNTY JUNIOR INFANT SCHOOL, Wiltshire. ...

ESSEX

ESSEX: ESSEX COUNTY JUNIOR INFANT SCHOOL, Essex. ...

GLoucestershire

GLoucestershire: GLoucestershire COUNTY JUNIOR INFANT SCHOOL, Gloucestershire. ...

PRIMARY HEADSHIPS continued

WEST SUSSEX: WEST SUSSEX COUNTY JUNIOR INFANT SCHOOL, West Sussex. ...

WILTSHIRE COUNTY COUNCIL

WILTSHIRE COUNTY COUNCIL: WILTSHIRE COUNTY JUNIOR INFANT SCHOOL, Wiltshire. ...

DEPUTY HEADSHIPS Senior Masters/ Mistresses

DEPUTY HEADSHIPS Senior Masters/ Mistresses: DEPUTY HEADSHIPS SENIOR MASTERS/MISTRESSES, various locations. ...

HAMPSHIRE

HAMPSHIRE: HAMPSHIRE COUNTY JUNIOR INFANT SCHOOL, Hampshire. ...

HERTFORDSHIRE COUNTY COUNCIL

HERTFORDSHIRE COUNTY COUNCIL: HERTFORDSHIRE COUNTY JUNIOR INFANT SCHOOL, Hertfordshire. ...

ILLINGDON

ILLINGDON: ILLINGDON COUNTY JUNIOR INFANT SCHOOL, Illingdon. ...

BRENT

BRENT: BRENT COUNTY JUNIOR INFANT SCHOOL, Brent. ...

CAMBRIDGE

CAMBRIDGE: CAMBRIDGE COUNTY JUNIOR INFANT SCHOOL, Cambridge. ...

ROYDON

ROYDON: ROYDON COUNTY JUNIOR INFANT SCHOOL, Roydon. ...

LEICESTERSHIRE

LEICESTERSHIRE: LEICESTERSHIRE COUNTY JUNIOR INFANT SCHOOL, Leicestershire. ...

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LEICESTERSHIRE: LEICESTERSHIRE COUNTY JUNIOR INFANT SCHOOL, Leicestershire. ...

LEICESTERSHIRE

LEICESTERSHIRE: LEICESTERSHIRE COUNTY JUNIOR INFANT SCHOOL, Leicestershire. ...

LINCOLNSHIRE

LINCOLNSHIRE: LINCOLNSHIRE COUNTY JUNIOR INFANT SCHOOL, Lincolnshire. ...

NEWHAM

NEWHAM: NEWHAM COUNTY JUNIOR INFANT SCHOOL, Newham. ...

DEPUTY HEADSHIPS

DEPUTY HEADSHIPS: DEPUTY HEADSHIPS SENIOR MASTERS/MISTRESSES, various locations. ...

LEICESTERSHIRE

LEICESTERSHIRE: LEICESTERSHIRE COUNTY JUNIOR INFANT SCHOOL, Leicestershire. ...

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LEICESTERSHIRE: LEICESTERSHIRE COUNTY JUNIOR INFANT SCHOOL, Leicestershire. ...

Other Posts on Scale 2 and above

Other Posts on Scale 2 and above: BARKING, BARKING COUNTY JUNIOR INFANT SCHOOL, Barking. ...

BARNET

BARNET: BARNET COUNTY JUNIOR INFANT SCHOOL, Barnet. ...

BARKING

BARKING: BARKING COUNTY JUNIOR INFANT SCHOOL, Barking. ...

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BARKING: BARKING COUNTY JUNIOR INFANT SCHOOL, Barking. ...

CASTLE HILL INFANTS SCHOOL, DUNLEY DRIVE, NEW ADDINGTON, CROYDON, SURREY.

HEADSHIP

Tenable from the beginning of the Summer Term 1978, starting on the 6th April, 1978. Salary—Head Teacher Group 8; a London Allowance of £297 and additional pay Supplement of £312 (April 1978) and £189 (April 1977) are payable. Reasonable removal expenses will be reimbursed (details on request). Application forms and further details from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon, CR9 1TP. Closing date 25th November, 1977.

County of Cleveland PRIMARY SCHOOL HEAD TEACHER (Group 5)

COATHAM C.E. (Controlled) PRIMARY SCHOOL, Coatham Road, Redcar, Cleveland TS10 1QY. Applications are invited from suitably qualified and experienced teachers for the above post with effect from January 1, 1978, or as soon as possible thereafter. The school is of modern design, pleasantly situated beside the church. Financial assistance with household removal expenses is available in approved cases. Forms of application and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, no later than November 26, 1977.

OXFORDSHIRE COUNTY COUNCIL St. Nicholas C.E. (C) Primary School, Boxhill Walk, Abingdon, Oxon

Abingdon is invited for the Headship of this Group 8 School vacant in January, 1978, on the retirement of the present Headteacher. Application forms and further particulars are available, on receipt of stamped addressed envelope, from the Chief Education Officer, Measelfield House, New Road, Oxford, OX1 1NA, to whom completed forms should be returned by 18th November. Previous applicants will remain under consideration and need not re-apply.

Oxfordshire

St Anna's RC Junior and Infant School, Low Street, B12 0ER (Group 5). Applications are invited from suitably qualified and experienced Roman Catholic teachers for the post of Head Teacher. Details on request.

DEPUTY HEAD

It is hoped to make the appointment for January 1978. Application forms and further particulars from the Clerk to the Managers of the School, Completed forms to be returned by November 16, 1977, to the Clerk to the Managers. There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

ilea Inner London Education Authority For teaching posts in Inner London See pages 56-57

Classification of Advertisements The charge for advertising in all classifications is 75p per line (minimum 3 lines). Display in classified advertisements £4.35 per single column cm (minimum space 9.5 cm double column at £8.65).

Edcollon Appointment of Headteacher GREGG'S MILL FIRST SCHOOL, Asquith Street, Mansfield, Notts. Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the appointment of the present Headteacher to another post in the Authority. Number on roll: 210. Salary Group 4. Vacancy to be filled January, 1978, or as soon as possible thereafter. Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgeford, Nottingham NG2 1QB. Closing Date: 18th November, 1977.

Education Department HEADTEACHERS St. Albans R.C., J.M.I. School (Roll 176) Heron Flight Avenue, Hornchurch RM12 5LN. Required January, 1978. Practising Catholic for this Group 4, semi-open plan school. Modern building. Purpose built well equipped resource area. St. Patricks R.C. J.M.I. School (Roll 252) Lowhose Lane, Collier Row, Romford RM6 2AP. Required Summer Term 1978. Practising Catholic for this Group 5 School situated in modern buildings on one site. Vacancy due to retirement. There is a scheme for removal expenses. Application forms and further details (foolscap S.A.E. please) available from the Director of Education, Romford R.C. J.M.I. School, Mercery House, Mercery Gardens, Romford RM1 3DR, to be returned by Monday, Nov. 21, 1977.

West Sussex Education Department HEADTEACHERS SOUTHAMPTON: SOUTHAMPTON COUNTY JUNIOR INFANT SCHOOL, Southampton. ... WILTSHIRE: WILTSHIRE COUNTY JUNIOR INFANT SCHOOL, Wiltshire. ...

BIRMINGHAM CITY COUNCIL DEPUTY HEAD It is hoped to make the appointment for January 1978. Application forms and further particulars from the Clerk to the Managers of the School, Completed forms to be returned by November 16, 1977, to the Clerk to the Managers. There is a scheme for assistance with removal expenses.

PRIMARY Scale 2 Posts continued

KENT COUNTY COUNCIL
BUCKINGHAM AREA
Headship, Head, Division of Education...

HANTS
WIMBORNE C. of E. (A102)
School.
Headship, Head, Division of Education...

HANTS
WIMBORNE C. of E. (A102)
School.
Headship, Head, Division of Education...

SCIENCE TEACHER
Home Middle School, Raywood Lane, Haslemere, Surrey, GU27 5AB.
Required for January 1978, a qualified teacher for Science in this 9-13 year Middle School.

City of Bradford Metropolitan Council
PRIMARY SCHOOLS
Scale 2 Posts
Teacher of English to Children of Families of Overseas Origin in Primary Schools

City of Bradford Metropolitan Council
PRIMARY SCHOOLS
Scale 2 Posts
Teacher of English to Children of Families of Overseas Origin in Primary Schools

City of Bradford Metropolitan Council
PRIMARY SCHOOLS
Scale 2 Posts
Teacher of English to Children of Families of Overseas Origin in Primary Schools

KENT COUNTY COUNCIL
BUCKINGHAM AREA
Headship, Head, Division of Education...

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Educational Appointments

WORSBROUGH BANK ENO J. AND I. SCHOOL
Underwood Avenue, Worsbrough Dale, Barnsley.
Headteacher: C. Roud.
Required for January or as soon as possible for:
TEACHER (SCALE 2)
To take charge of the nursery unit. An experienced person in the development of "communication skills" based on individual approach is being sought. An ability to relate well with parents is an advantage. Application forms obtainable from and returnable to the Headteacher. (see press) by December 2.

Educational Appointments

BROADWAY SCHOOL
Broadway, Barnsley.
(Co-educational; 620 pupils)
Headteacher: J. J. Nolan, M.A.
Required for January, 1978:
TEACHER OF SCIENCE (SCALE 1)
In the main (11-16) School. Preference will be given to candidates able to offer some specialist assistance to chemistry with C.S.E. and "O" level groups, but applications will be welcomed from teachers able to make a broad contribution to the science teaching in the school.
Apply by letter to the Headteacher giving full curriculum vitae and two referees as soon as possible.

Educational Appointments

BARNESLEY METROPOLITAN BOROUGH
Headship, Head, Division of Education...

Scale 1 Posts
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Kent County Council Education Department
CANTERBURY DIVISION
Canterbury St. Anselm's Catholic School (Group 9)
Head Teacher
Applications are invited for the post of Head Teacher in this mixed 11-16 comprehensive school of 615 pupils, which offers both C.S.E. and C.C.E. "O" level courses. The roll is expected to increase to about 600 by September, 1981. The post is vacant from 1st September, 1978, on the retirement of the present Head Teacher. The school is housed in good modern buildings on an excellent site on the outskirts of Canterbury. A major extension was completed in the summer of 1977 and further extensions are planned. Applicants must be practising Roman Catholics. Application forms and further details may be obtained from the Divisional Education Officer, 70 London Road, Canterbury, Kent CT2 6LT, to whom applications should be returned by 28th November, 1977.

County of Cleveland
SECONDARY SCHOOL
HEAD TEACHER
ORMESBY SCHOOL (GROUP 10), (Roll 838)

ilea
LEWISHAM (SG), MANWOOD ROAD, SE4
Headship
The headship of this school becomes vacant in January, 1978...

STRATHCLYDE
DEPARTMENT OF EDUCATION
HEAD TEACHER
LENZIE ACADEMY, LENZIE
Responsibility Payment £4,503

COUNTY OF NORTH YORKSHIRE
BEDALE SCHOOL (GROUP 9)
HEAD
of this co-educational comprehensive school for pupils aged 11 to 16...

WARWICKSHIRE
Rugby High School for Girls,
Longwood Road, Bilton, Rugby
HEAD
required for 1st September 1978 for this Group 9 Grammar School...

Leicestershire
NEWBRIDGE HIGH SCHOOL
Coalville
HEADSHIP
GROUP 7
HEAD required from April for this co-educational school (587 pupils)...

DORSET
WESTHAM COUNTY
SECONDARY SCHOOL
WEYMOUTH (1130-mixed)
HEAD TEACHER
(Group 11)

COUNTY OF SOUTH GLAMORGAN
HEAD TEACHER
GROUP 12
ST. CYRES COMPREHENSIVE SCHOOL, PENARTH
Required for Summer Term 1978

Cumbria
Education Committee
Headship
SILLOTH SECONDARY SCHOOL
(Co-educational; 327 pupils; Group 8)

The Warriner School
Banbury Road, Bloxham, Banbury, Oxon
Application are invited for this Group 10 comprehensive school at Bloxham, near Banbury...

KENT County Council
Education Department
Head Teacher
Christchurch Secondary School for Girls, Chatham (Group 9, Roll 576)

Education Department
Brittons School (roll 1,307 Co. Ed.)
Ford Lane, Rainham RM13 7BB
Required Summer Term 1978
HEADTEACHER
for this 8 F.E. group II Comprehensive School...

OXFORDSHIRE
WARWICKSHIRE
WALTHAM FOREST
KENT
UNIONDIAM DIVISION
HUNTING MANOR SECONDARY SCHOOL
SHERIFFSHEAD
SHERIFFSHEAD
SHERIFFSHEAD

By Subject Classification
Art and Design
Heads of Department
KENT
UNIONDIAM DIVISION
HUNTING MANOR SECONDARY SCHOOL
SHERIFFSHEAD
SHERIFFSHEAD
SHERIFFSHEAD

Scale 1 Posts
CAMBRIDGESHIRE
METERBOROUGH AREA
WALTON SCHOOL
METERBOROUGH AREA
WALTON SCHOOL
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Scale 1 Posts
CAMBRIDGESHIRE
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Scale 1 Posts
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NOTTINGHAMSHIRE
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SECONDARY English continued

CHRYNIN... Application forms and further details available from the Head Teacher...

SHROPSHIRE... Applications should be sent to the Head Teacher...

WALTHAM FOREST... Application forms and further details available from the Head Teacher...

STAFFORDSHIRE... Applications should be sent to the Head Teacher...

WALTHAM FOREST... Application forms and further details available from the Head Teacher...

STAFFORDSHIRE... Applications should be sent to the Head Teacher...

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STAFFORDSHIRE... Applications should be sent to the Head Teacher...

WALTHAM FOREST... Application forms and further details available from the Head Teacher...

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LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Unless otherwise stated - Closing date is fourteen days after the appearance of the advertisement.

For other posts in secondary and high schools, application by letter should be made to the headteacher of the school concerned, giving full details and the names of two referees.

Applications requiring acknowledgement and requests for forms and details should be accompanied by a stamped, addressed envelope.

DEPTON... Applications should be sent to the Head Teacher...

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THE TIMES EDUCATIONAL SUPPLEMENT 1177

SECONDARY... Applications should be sent to the Head Teacher...

SHROPSHIRE... Applications should be sent to the Head Teacher...

WALTHAM FOREST... Application forms and further details available from the Head Teacher...

STAFFORDSHIRE... Applications should be sent to the Head Teacher...

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LONDON BOROUGH OF ENFIELD TEACHERS Have you considered Youth Work? WARDEN Alan Pullinger Youth Centre, Southgate, N14... DEPUTY WARDEN Pauline Egan Youth Centre, Enfield... CO-ORDINATOR Mable Unit...

Walsall Metropolitan Borough Education Committee Aldridge School, Tynning Lane, Aldridge, Walsall... Brier Beacon Comprehensive School, Old Hall Lane, Aldridge, Walsall...

Blue Coat C.E. Comprehensive School, Birmingham Road, Walsall... Darlaston Comprehensive School, Herbert Park Road, Darlaston... Pool Hayes Comprehensive School, Castle Road, Wilnecote...

Pool Hayes Comprehensive School, Castle Road, Wilnecote... Applications should be sent to the Head Teacher...

Vertical text on the left margin, possibly a name or reference.

Music

Hampshire
HILARY SCHOOL
 Hilary School, 110 pupils, 11 in reception, is seeking a Head of Music for September 1978. The successful candidate will be responsible for the music department and will be expected to develop the department. The successful candidate should have a degree in Music and a minimum of five years' experience in the post. Applications should be sent to the Headmaster, Hilary School, Hilary, Hampshire, RG27 2JG.

Other Assistants

Buckinghamshire
WYCKHAM JUNIOR SCHOOL
 Wyckham Junior School, 120 pupils, is seeking a Music Teacher for September 1978. The successful candidate will be responsible for the music department and will be expected to develop the department. The successful candidate should have a degree in Music and a minimum of five years' experience in the post. Applications should be sent to the Headmaster, Wyckham Junior School, Wyckham, Buckinghamshire, HP11 2JG.

Mathematics

Hillingham
 Hillingham School, 110 pupils, is seeking a Mathematics Teacher for September 1978. The successful candidate will be responsible for the mathematics department and will be expected to develop the department. The successful candidate should have a degree in Mathematics and a minimum of five years' experience in the post. Applications should be sent to the Headmaster, Hillingham School, Hillingham, Hampshire, RG27 2JG.

Religious Education

Kent
WYCKHAM JUNIOR SCHOOL
 Wyckham Junior School, 120 pupils, is seeking a Religious Education Teacher for September 1978. The successful candidate will be responsible for the religious education department and will be expected to develop the department. The successful candidate should have a degree in Religious Education and a minimum of five years' experience in the post. Applications should be sent to the Headmaster, Wyckham Junior School, Wyckham, Buckinghamshire, HP11 2JG.

Other than by Subject Classification

East Essex
WYCKHAM JUNIOR SCHOOL
 Wyckham Junior School, 120 pupils, is seeking a Religious Education Teacher for September 1978. The successful candidate will be responsible for the religious education department and will be expected to develop the department. The successful candidate should have a degree in Religious Education and a minimum of five years' experience in the post. Applications should be sent to the Headmaster, Wyckham Junior School, Wyckham, Buckinghamshire, HP11 2JG.

Modern Languages

Essex
WYCKHAM JUNIOR SCHOOL
 Wyckham Junior School, 120 pupils, is seeking a Modern Languages Teacher for September 1978. The successful candidate will be responsible for the modern languages department and will be expected to develop the department. The successful candidate should have a degree in Modern Languages and a minimum of five years' experience in the post. Applications should be sent to the Headmaster, Wyckham Junior School, Wyckham, Buckinghamshire, HP11 2JG.

Heads of Department

Essex
WYCKHAM JUNIOR SCHOOL
 Wyckham Junior School, 120 pupils, is seeking a Head of Department for September 1978. The successful candidate will be responsible for the department and will be expected to develop the department. The successful candidate should have a degree in the subject and a minimum of five years' experience in the post. Applications should be sent to the Headmaster, Wyckham Junior School, Wyckham, Buckinghamshire, HP11 2JG.

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GLASGOW ACADEMY
GLASGOW G12 8HE
 (H.M.C. Independent)
 Head of the Preparatory School
 Applications are invited for the post of
HEAD
 of the PREPARATORY SCHOOL which will become vacant from 1st September, 1978, on the retirement of the present Head.
 The Preparatory School is located beside the Senior School and shares its facilities. At present there are 270 boys in the age range 5-11.
 Salary and responsibility allowances, above Scottish National Scale, Government Superannuation. Assistance may be given with removal expenses.
 Further details may be obtained from the Rector to whom applications should be sent together with a Curriculum Vitae and the names and addresses of two referees before 30th November, 1977.

SURREY COUNTY COUNCIL
EDUCATION COMMITTEE
 Redhill Technical College
 Appointment of
VICE-PRINCIPAL
 Applications are invited for the above post, appointment to be made as soon as possible, salary range £7,329-£8,815 per annum plus the 1978 and 1977 supplement of £312 and £180 per annum.
 Further details and application forms to be returned by 25 November, 1977, available on receipt of a stamped addressed foolscap envelope, from the County Education Officer, County Hall, Kingston upon Thames KT1 20J (tel. FE/AC/5).
 This is a re-advertisement. Candidates from the original advertisement will be re-considered.

Essex County Council
Basildon College
 of Further Education
 Natharayne, Basildon
 (Tel: Basildon 25202)
Vice Principal
 (Group IV)
 Applications are invited for this new post. Duties to commence 1st May, 1978.
 Salary: £7,983 (includes supplementa) (+ £150 Fringe Allowance).
 Application form, to be returned by 18 November, and further details from the Principal.

Westminster College
 Battersea Park Road, S.W.11
Head of Department
Home Economics
and Catering
 Required for September, 1978 —
 Salary (G.IV) £7,650 to £8,526 (including L.A. & Supp.)

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LONDON COLLEGE OF FURNITURE
 Furniture Department
Part-time Lecturers:
 Cabinet Making
 Metals and Plastics related to furniture
 Wood Finishing
 are required to teach craft apprentices in City & Guilds courses.
 Rates of pay: £3.64 to £5.51 per hour plus a supplement of 47p per hour to a maximum of 21 hours.

ilea
 Write in the college at 4171 Commercial Road, London E1 1LA.
SOUTH EAST LONDON COLLEGE
Department of Academic Studies
Lecturer in Art
 (Ref. AS 15)
 To teach Art at C.C.E. "D" and "A" level. Applicants should hold a suitable qualification. Possession of a teaching qualification would be an advantage. Salary scales in accordance with the Burnham (F.E.) report: On an incremental scale within the range £2,469-£4,377 plus £402 Inner London Allowance and supplement of between £444 and £492, starting point depending on qualifications, training and experience. Assistance may be given towards household removal expenses.

ilea
 Application forms, returnable within two weeks of the date of this advertisement, to the Senior Administrative Officer, SELTEC, Lewisham Way, London, SE13 1UT. It is essential to quote the reference number.
SOUTH EAST LONDON COLLEGE
Department of Business and Administrative Studies
 Downham, Bromley, Kent
Lecturer II in Accountancy
 (Ref. BAS. 17)
 To teach Accountancy subjects together with either Auditing or Taxation to students at both intermediate and final level. Candidates should have a relevant accountancy qualification. Salary scales in accordance with the Burnham (F.E.) report: On an incremental scale within the range £2,469-£4,377 plus £402 Inner London Allowance and supplement of between £444 and £492. Assistance may be given towards household removal expenses.

STRATHCLYDE
 REGIONAL COUNCIL
 DEPARTMENT OF EDUCATION
 James Wall College
LECTURER IN WELDING
 (Lecturer 'B.')
 Applicants for the above post should possess an appropriate Full Technological Certificate or equivalent qualification and have good related practical experience. The salary will be on the scale £2,887 (£462*) to £4,369 (£511*) (Lecturer 'B'), with appropriate plotting for teaching and/or industrial experience. Figures in brackets are Phase I and Phase II supplements which should be added to the salaries shown.
 Teacher training would be an advantage but training will be given on an in-service basis if necessary.
 Application forms may be obtained from the Principal, James Wall College, Finart Street, Greenock, PA18 8HF (Telephone No. 0475 24433) to whom completed forms should be returned not later than 18th November, 1977.
 Edward Miller, Director of Education

MINISTRY OF DEFENCE
PART-TIME MUSIC TUTOR
at the Guards Depot, Pirbright, Surrey

Applications are invited from well-established and experienced teachers to teach the pianoforte, Aural Training and the Theory of Music for a vacancy in April, 1978.

Candidates should normally possess a relevant qualification in music and have had at least five years' appropriate teaching experience. Candidates without a formal qualification may be considered if they have had extensive instrumental experience and are experienced teachers of music. A qualified organist would be ideal.

Salary will be £3,617.16 p.a. plus a proportion of the 1977 Supplement. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

Interviews at Pirbright late January, 1978.

Requests for application forms should be made to the Ministry of Defence, CA(S)414, Room 339, London House, Theobalds Road, London WC1X 8RY. Closing date for applications is 8th December 1977. Reference AW1443.

MINISTRY OF DEFENCE
Burnham Lecturer Grade 1
Electrical Engineering Science
Flight at RAF Halton,
Mr Aylesbury, Bucks

Applications are invited from suitably qualified teachers to fill this post in January, 1978.

DUTIES Teaching electrical and electronic engineering to OAC/TEC standard. Assisting in curriculum development work.

QUALIFICATIONS Essential HNC or equivalent in electrical and/or electronic engineering. Desirable (1) A degree in electrical and/or electronic engineering. (2) A teaching qualification. (3) Previous teaching experience.

SALARY will be in accordance with the Scales for Teachers in Establishments for Further Education, England and Wales, 1977, £2,489.22, according to qualifications and experience, plus Supplement A. A reasonable allowance of £562 per annum will be paid for the slightly longer teaching year.

SUPERANNUATION The appointment will be superannuable under the Teachers' Superannuation Act. The successful candidate will be granted established Civil Servant status. Application forms are available from the Ministry of Defence CA(S)414, Room 339, London House, Theobalds Road, London WC1X 8RY, and completed application forms should be returned no later than November 30, 1977, quoting reference AW1442.

London College of Printing
Elephant and Castle, London SE1 6SD. Tel. 735 8484, ext. 227

Department of Business and General Studies
Principal Lecturer
in Complementary Studies
Senior Lecturer
in General Studies

Applications are invited from suitably qualified graduates for two senior positions within this large department.

Initially it is intended that the Principal Lecturer will be responsible to the Head of School of General Studies for the co-ordination of the Complementary Studies contribution to our three CMAA Degree Courses. The Senior Lecturer will take responsibility for the co-ordination of the non-degree work to the School and in particular the City and Guilds and Tec courses.

In each case candidates should have significant and relevant teaching experience and be able to demonstrate a capacity to help manage a rapidly growing and evolving section of work in the College. Research experience would be an added qualification.

Salary in accordance with the Burnham P.E. Report:
Principal Lecturer £5,940-£5,642 (over)-£7,598 (plus £402 Inner London Allowance and £492 Supplement).
Senior Lecturer £5,031-£5,955 (plus £402 Inner London Allowance and £492 Supplement).

ilea
Further particulars and application form (returnable within 14 days) may be obtained from the Senior Administrative Officer of the College (Ext. 227).

COLLEGES OF FURTHER EDUCATION continued

LONDON SOUTH WEST LONDON COLLEGE
SOUTH WEST LONDON COLLEGE
PHILLIPSON ROAD, LONDON SW11 1JL

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

Interviews at Pirbright late January, 1978.

Requests for application forms should be made to the Ministry of Defence, CA(S)414, Room 339, London House, Theobalds Road, London WC1X 8RY. Closing date for applications is 8th December 1977. Reference AW1443.

LONDON INNER LONDON EDUCATION AUTHORITY
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100, WHITE CHURCH LANE, LONDON EC4A 3DF

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CITY OF MANCHESTER EDUCATION COMMITTEE
MANCHESTER COLLEGE OF FURTHER EDUCATION
60, MARKET STREET, MANCHESTER M2 1PL

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

Interviews at Pirbright late January, 1978.

Requests for application forms should be made to the Ministry of Defence, CA(S)414, Room 339, London House, Theobalds Road, London WC1X 8RY. Closing date for applications is 8th December 1977. Reference AW1443.

NOTTINGHAMSHIRE COUNTY COUNCIL
NOTTINGHAM COLLEGE OF FURTHER EDUCATION
100, WHITE CHURCH LANE, NOTTINGHAM NG1 2JL

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

Interviews at Pirbright late January, 1978.

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SHARPEST RIVER COLLEGE
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100, WHITE CHURCH LANE, SHARPEST RIVER

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

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SUNDERLAND EDUCATION AUTHORITY
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100, WHITE CHURCH LANE, SUNDERLAND

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

Interviews at Pirbright late January, 1978.

Requests for application forms should be made to the Ministry of Defence, CA(S)414, Room 339, London House, Theobalds Road, London WC1X 8RY. Closing date for applications is 8th December 1977. Reference AW1443.

CITY OF WARRINGTON EDUCATION COMMITTEE
WARRINGTON COLLEGE OF FURTHER EDUCATION
100, WHITE CHURCH LANE, WARRINGTON

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

Interviews at Pirbright late January, 1978.

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OLDHAM EDUCATION COMMITTEE
OLDHAM COLLEGE OF FURTHER EDUCATION
100, WHITE CHURCH LANE, OLDHAM

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

Interviews at Pirbright late January, 1978.

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Universities
CANADA UNIVERSITY
UNIVERSITY OF CANADA
100, WHITE CHURCH LANE, CANADA

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

Interviews at Pirbright late January, 1978.

Requests for application forms should be made to the Ministry of Defence, CA(S)414, Room 339, London House, Theobalds Road, London WC1X 8RY. Closing date for applications is 8th December 1977. Reference AW1443.

WEST SUSSEX UNIVERSITY
WEST SUSSEX UNIVERSITY
100, WHITE CHURCH LANE, WEST SUSSEX

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

Interviews at Pirbright late January, 1978.

Requests for application forms should be made to the Ministry of Defence, CA(S)414, Room 339, London House, Theobalds Road, London WC1X 8RY. Closing date for applications is 8th December 1977. Reference AW1443.

MANCHESTER UNIVERSITY
MANCHESTER UNIVERSITY
100, WHITE CHURCH LANE, MANCHESTER

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

Interviews at Pirbright late January, 1978.

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NEW ZEALAND UNIVERSITY OF EDUCATION
NEW ZEALAND UNIVERSITY OF EDUCATION
100, WHITE CHURCH LANE, NEW ZEALAND

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

Interviews at Pirbright late January, 1978.

Requests for application forms should be made to the Ministry of Defence, CA(S)414, Room 339, London House, Theobalds Road, London WC1X 8RY. Closing date for applications is 8th December 1977. Reference AW1443.

To teach in the Army a first class degree may not be enough.

Your academic qualifications may suggest that you'll be a good teacher. But your degree is no proof that you'll make a good officer.

And as far as we're concerned, that's what really matters, especially as you'll have to gain the respect of a tough bunch of soldiers.

Although you'll seldom be expected to lead them into action, the Army must be sure you have the capabilities to do so.

Obviously, you'll have to be trained, which means six months at Sandhurst covering a course identical to that of an Infantry Officer.

After Sandhurst you'll be commissioned as a Lieutenant in the Royal Army Educational Corps.

To begin with you will earn between £3,195 and £4,641 (depending on your qualifications and experience). Incidentally, if you decide to leave after three years you will get a tax-free gratuity of £1,545.

Apart from teaching officers (which includes appointments at the Royal Military Academy Sandhurst and the Royal Military College of Science) and soldiers, you'll also be learning yourself, because the RAEC encourages and gives you every opportunity to continue your studies, which could include a postgraduate year at a university. Similar opportunities also exist for women applicants.

And the chances are you could spend some time abroad.

You must be medically fit, under 29, and ideally a graduate with a postgraduate qualification in education or other relevant discipline, although applications are accepted from qualified teachers.

Naturally, you'll want to give the matter a great deal of thought. To help you, we can arrange for you to talk with some RAEC Officers and to pay a three-day visit to our headquarters, or spend a day at an Army Education Centre in your vicinity.

Entry normally takes place in January and August and you are advised to apply at least 6 months in advance.

The first step though is to write for an application form giving brief details of your background.

Major A. E. R. Petric, MA, RAEC, Ministry of Defence (A. Ed. In), Dept. IV, Empress State Building, Little Road, SW16 1TR.



Hertfordshire Social Services
Pishiourey G.J.E., Sawbridgewell

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

Interviews at Pirbright late January, 1978.

Requests for application forms should be made to the Ministry of Defence, CA(S)414, Room 339, London House, Theobalds Road, London WC1X 8RY. Closing date for applications is 8th December 1977. Reference AW1443.

North Northern College
A Residential College of Adult Education

The Northern College will provide for mature men and women who were unable to pursue their education earlier, or decided not to do so, but who are now looking to Adult Education as a process of exploration and development. It will offer two courses, one in a year and one in two periods of full-time study designed to help adults to deepen their understanding of themselves, the role they can play in society and the work they can do.

The College was founded by a consortium of Education Authorities and bodies in Yorkshire and Humberside. It is granted by the Local Education Authorities in South Yorkshire and by the Department of Education and Science and will be open in September 1978 at Wainworth Camp, Barnsley. An initial complement of 50 students will be increased to 120 in two to three years time.

The Council of Management now invite applications for the posts of Principal, Senior Tutor and Registrar, each appointment to be taken up no later than 1 May 1978.

PRINCIPAL
The Principal will have responsibility for internal organisation, management and development and the major task of completing the internal planning of the College. He or she will be Chairman of the Academic Board (which will be responsible to the Council of Management for planning, co-ordinating, developing and overseeing the academic work of the College) and will undertake lecturing in appropriate subject areas.

The person appointed will have qualifications, preferably in one or more of the following - English, History, Commerce, Politics, Trade Union and Industrial Studies, a wife and successful professional experience in education, planning and organising adult education and an interest in research and continuing education. In particular, he or she will have a definite capacity to make decisions on the basis of mature advice and to bring a high level of initiative to bear in the development of the residential college can bring about this process.

SENIOR TUTOR
The Senior Tutor will be required to deputise for and to assist the Principal in the general development of the residential college and to have a wide range of experience in the organisation and administration of residential colleges, particularly in relation to the Principal's duties in regard to student admissions and counselling, the curriculum and teaching methods and resources. He or she will be required to teach in one or more of the following subjects - English, Modern History, English Literature and Speech, Trade Union and Industrial Studies, Local and Community Studies, International and Political Economy, Sociology, Psychology and Social Psychology.

Applicants should have good academic qualifications, substantial experience of teaching and student counselling in adult education and a commitment to the development of new methods of teaching relating to the needs of mature students.

REGISTRAR
The Registrar will be responsible through the Principal for the administrative work of the College including the control of the budget, the management of the College buildings and grounds, the preparation of a timetable, records and statistics, the handling of postal fees and awards, the administrative aspects of staff appointments and the provision of secretarial services to the Council of Management.

Applicants should have good experience of Educational Administration, experience in grant applications, and a commitment to Education and a willingness to be involved in all aspects of the life of a Residential Adult College.

SALARIES within University Professional Grades, and in accordance with the University Staff Regulations and Conditions of Service, plus a housing allowance.

PRINCIPAL £5,400-£6,400 (plus a housing allowance of £2,000-£2,500 per annum). **SENIOR TUTOR** £7,200-£8,200 (plus a housing allowance of £2,000-£2,500 per annum). **REGISTRAR** £5,400-£6,400 (plus a housing allowance of £2,000-£2,500 per annum).

A member of the Council of Management may receive an appropriate allowance for duties of a residential college and provided.

Further particulars obtainable from the Head of Administration, Little Road, Barnsley, South Yorkshire (Telephone 01422 25222). Applications should be sent to the Registrar, Little Road, Barnsley, South Yorkshire (Telephone 01422 25222). Interviews will be held on or about 19 December 1977.

The Scottish Arts Council/Canada Council
Scottish Canadian Writers Fellowship

Applications are invited from Scottish writers or writers resident in Scotland for a new Writers' Fellowship which has been established jointly by the Scottish Arts Council and the Canada Council.

It is expected that the appointment will be from 1st October, 1978, and will terminate on 30th June, 1979.

The Fellowship will be held at Glendon College, the University of Toronto, Ontario, Canada. The duty of the Fellow will be to assist in the development of certain aspects of the literary culture in the fields of teaching, learning, informal and formal curriculum of a residential college can bring about this process.

The stipend for the post will be Canadian \$16,000. Transatlantic air fares for the Fellow and immediate dependants will be paid by the Scottish Arts Council.

Applications giving details of experience and list of published work should be sent no later than 30th November, 1977, to the Literature Director, Scottish Arts Council, 19 Charlotte Square, Edinburgh, EH2 2AD, with the names of three persons to whom reference may be made.

ARMY APPRENTICE COLLEGE HARROGATE
LECTURER GRADE 1

Required as soon as possible -

To teach a range of TECHNICAL STUDIES to communication technologists and telegraphists including Physics, Electricity and Electronics to GCE 'O' level and to participate in unit hobbies sports, etc.

A Science Degree or equivalent technical qualification required and/or appropriate teaching qualification.

Burnham FE scales plus Supplements plus £682 for slightly longer year and £878 for 16 hours extra duties.

Further information and application forms from: Institute of Army Education (YE), Court Road, Eitham, London SE9 6NR.

Closing date: 18th November, 1977.

CITY OF BIRMINGHAM EDUCATION DEPARTMENT
BURNHAM COLLEGE OF FURTHER EDUCATION

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

Interviews at Pirbright late January, 1978.

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BIRMINGHAM CITY COUNCIL

Bexley London Borough BRITH COLLEGE OF TECHNOLOGY
Tower Road, Belvedere, Kent DA17 6JA

Invited for January, 1978, to fill the post of Lecturer in Music and to teach the piano and guitar. The successful candidate will be required to work 21 hours per week. Superannuation, annual leave and sick leave under Civil Service conditions. The successful candidate will be granted established civil servant status.

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London Borough of Waltham Forest

THE ROYAL PHILANTHROPIC REDHILL, SURREY

The above is a complex of three separate establishments on the same campus, including a Community Home School (70 boys), a Regional Centre (60 boys) and an Industry Care Unit (20 boys).

Applications are invited for the following posts:

ASSISTANT CENTRE
1. **RESIDENTIAL SOCIAL WORKER - NJC Grade 2**
Essential opportunity for qualified residential workers or teachers wishing to broaden experience as a member of staff team concerned with the assessment of boys presenting a wide variety of behavioural and learning problems. The Assessment Centre is responsible for advising Care Authorities about the treatment needs of these boys. Candidates should have a minimum of 3 years' experience in residential care, although unqualified may have had some relevant experience. SALARY: £2,607-£2,963.97 (plus £312 - Phase 2 Supplement).
2. **RESIDENTIAL SOCIAL WORKER - NJC Grade 2**
Applications invited from men or women who have an interest in residential work and wish to consider this as a career. The posts appointed will play a full part in the daily programme. There will be opportunities for in-service training and eventual further training leading to a recognised qualification and to promotion. This is a non-resident post. SALARY: £2,272-£2,607.97 (plus £312 - Phase 2 Supplement).
3. **COMMUNITY HOME**
1. **RESIDENTIAL SOCIAL WORKER - NJC Grade 3 - HOUSEMOTHER** is to complete a team of eight staff in a house unit of 20 boys. The Community Home provides education, treatment and training for 20 boys between the ages of 14-19 years, accommodated in three separate units. Applicants should have some insight into the special aspects of difficult and disturbed boys taken into care, and be able to deal with the needs of these boys. There will be opportunities for in-service training and eventual further training leading to a recognised qualification and to promotion. This is a non-resident post. SALARY: £2,272-£2,607.97 (plus £312 - Phase 2 Supplement).
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KNOTLEY HOUSE SCHOOL, Nr. TORBRIDGE, KENT
P.E. TEACHER

Burnham Scale 1
+ Extrinsic Outlets Allowance
+ (Normal) Approved Schools Allowance
+ Fringe London Weighting
+ Cost of Living Supplement

Qualified teacher recruited, and experience of working with difficult, disturbed or disadvantaged boys would be an advantage. Key role is to be a Community Home with education on the premises for 40 boys with social and behavioural difficulties, in addition to their academic learning problems. The previous applicant will take charge of P.E. throughout the school. Further details from: Community Home, Knotley House, Torbridge, Kent, TN11 6JL. Telephone: 01747 81111. Enquiries to: Mr. J. D. Wilson, Principal, Tel: 01747 81111.

Barnardo's

Youth and Community Service
Club Leader

Applications are invited from persons holding a recognised professional qualification in Youth and Community Work for this important full-time post with the Gomerion Athan Boys' Club situated in Walthamstow, London, E17. Applicants will need to have a sound grasp of Youth Work theory and practice, a willingness to take on a leadership role, and the confidence to take immediate responsibility for leading and coordinating the efforts of a team of voluntary youth workers.

The appointment is to the Local Education Authority, on permanent full-time secondment to the Gomerion Athan Club.

Salary will be in accordance with the Burnham (Further Education) Lecturer 1 Scale, rising to a maximum of £4,874 inclusive of London Weighting, plus a Cost-of-Living Allowance of 16.2% between £445 and £502 (depending on the incremental point of the Salary Scale in which the successful candidate is placed). The starting salary will be determined by the age, qualifications and relevant experience of the successful applicant.

For further details and an application form, write to Mr. A. H. Parker, Principal Youth and Community Officer, at the Municipal Offices, High Road, Leyton E15 5QJ. Closing date for receipt of applications: Monday, 21st November, 1977.

London Borough of Wandsworth
THE ROYAL PHILANTHROPIC REDHILL, SURREY

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Assistant Estates Officer (Services/Planning)

Invites applications for an £8,971 to £12,084

A degree or professional qualification in a relevant discipline together with extensive practical experience...

To be responsible to the Estates & Development Officer for liaison with development architects and consultants for all services requirements...

Closing date for receipt of applications: November 21, 1977.



OVERSEAS TEACHING POSTS

LECTOR IN ENGLISH FOR SPECIAL PURPOSES (YUGOSLAVIA)

University of Belgrade. To teach technical English to university students of science and technology. Degree and TEFL qualification essential...

MATERIALS PRODUCER (ELT) (OMAN)

Ministry of Education (English Department), Muscat. To produce support materials and audio-visual aids to undertake in-service courses for teachers of English...

TEACHER OF ENGLISH (EGYPT)

British Council Teaching Centres, Cairo. To teach ESP to junior and senior employees of The National Bank of Egypt...

REGIONAL ENGLISH LANGUAGE ADVISER (YEMEN)

Regional English Language Adviser, Aden. Men only. Graduate with university/ESA TEFL qualification and 7 years' experience including some in the Arab world...

TEACHERS OF ENGLISH (IRAN)

British Council Teaching Centres, Tabriz. To teach general English and/or ESP. Qualifications: Degree or teaching certificate essential...

SENIOR ENGLISH TEACHER (BAHRAIN)

Manama Secondary School (Commercial Section). Candidates men only must be graduates and/or qualified teachers with experience in TEFL and use of language laboratories...



UNIVERSITIES Appointments continued

SALFORD THE UNIVERSITY. NINE: REVISION. LECTURER IN HUMANITIES. The appointee will be required to undertake courses...

SAINT LUKE'S COLLEGE REVISION. LECTURER IN HUMANITIES. Applications are invited for the post of lecturer in the Humanities...

U.S.A. Unusual teaching opportunity in a unique graduate interdisciplinary programme at the University of California, Santa Cruz.

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UNIVERSITY APPOINTMENTS

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SAINT LUKE'S COLLEGE REVISION. LECTURER IN HUMANITIES. Applications are invited for the post of lecturer in the Humanities...

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U.S.A. Unusual teaching opportunity in a unique graduate interdisciplinary programme at the University of California, Santa Cruz.

Woodend Observation and Assessment Centre, Atherton, Manchester

TEACHER FOR GENERAL SUBJECTS

Salary Grade - Burnham 1, £2,867 to £4,557 (bar of £4,289), plus allowances totaling £1,443 per annum, which includes generous duty allowance.

Resident of the above Centre, working with small groups. In addition applicants should be able to specialise in teaching of Physical Education and there is a well-equipped gymnasium on the premises.

Three-bedroomed accommodation for married applicants, and bed-sitting-room for single applicants, if required, at the appropriate charge.

For further details contact Mr. I. O. Williams, Superintendent, at Atherton 4621.

Application forms are available from and returnable to the Chief Personnel Officer, Civil Centre, Millgate, Wigan. Closing date: November 18, 1977.

Metropolitan Borough of WIGAN

DISTRICT OF THE WREKIN COUNCIL RECREATION DEPARTMENT

MANAGER - OAKENGATES LEISURE CENTRE

Salary: £4,789 - £5,958

We require a Manager for the above Centre which is jointly provided by County and District Councils.

The Centre is situated in a residential area of Telford and facilities include a swimming pool, sports hall, cool air and coffee bar and in the very near future extensive outdoor facilities.

The successful applicant will have wide experience of recreational management and a management qualification to certificate level. Benefits include temporary housing accommodation; removal and other expenses up to £400; assisted car purchase; life insurance; first class working conditions.

Application form and job description are available from the Personnel Department (The Telford 82505 Ext. 21) and should be returned to Rose Eckert, Assistant Personnel TFS 4LD, not later than November 14, 1977.

THE ANGLICAN INTERNATIONAL SCHOOL Jerusalem

Vacancies for September, 1978:

- 1. Reception Class (aged 5).
- 2. (a) English up to 'O' Level with some 'A' Level if required.
- (b) Either Geography or Biology to 'O' Level.

An advantage if either candidate for 2 (a) or (b) can add qualifications for P.E. or teaching English as a second language.

Applicants must be committed Christians and have had at least two years' teaching experience. Some post-orientation training will be provided. There is no married accommodation.

For job description apply to: The Candidates' Secretary (TES), The Church's Ministry among the Jews, Vincent House, Vincent Square, London SW1P 2PX.

Scotch College Melbourne requires a DIRECTOR OF MUSIC

to succeed Mr. George Logie-Smith who has held the position since 1959 and who will retire in May, 1978.

For information about the position and about application for it please write to:

The Principal, Scotch College, 491 Glenferrie Road, Hawthorn, Victoria, 3122, Australia.

APPLICATIONS CLOSE ON DECEMBER 5TH, 1977.

COMMUNITY HOMES Appointments continued

Other Appointments
TEACHER required for ten classes in the new primary school at... (text continues)

Assessment Centres

KIRKLEES METROPOLITAN COUNCIL. SPECIALIZED ASSESSMENT CENTRE. Applications are invited for the post of... (text continues)

YOUTH AND COMMUNITY SERVICE
BUCKINGHAMSHIRE EXPERIMENTAL NEW CITY YOUTH PROJECT. Experienced youth workers... (text continues)

Overseas Appointments
KENYA POLYTECHNIC. Invites applications for the following posts... (text continues)

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RUNCORN AND WINNES Appointments continued

Other Appointments
TEACHER required for ten classes in the new primary school at... (text continues)

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BUCKINGHAMSHIRE EXPERIMENTAL NEW CITY YOUTH PROJECT. Experienced youth workers... (text continues)

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QUANTITY SURVEYING

To teach Building Economics and Quantity Surveying... (text continues)

TEACHER OF ENGLISH
To teach English to... (text continues)

WATER ENGINEERING
To teach Water Engineering... (text continues)

PHOTOGRAPHY AND CARTOGRAPHY
To teach Air Survey... (text continues)

ACCOUNTING
To teach accounting and related subjects... (text continues)

ELECTRONICS
To teach electronics in... (text continues)

CONSTRUCTION PLANT AND EQUIPMENT
To teach workshop... (text continues)

ENFIELD
To teach... (text continues)

HERTFORDSHIRE
To teach... (text continues)

CITY OF MANCHESTER
To teach... (text continues)

NEWCASTLE UPON TYNE
To teach... (text continues)

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CHILE

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GERMANY
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KENYA

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Primary Teacher

SAUDI ARABIA

c. £10,000 + free accommodation and messing + generous home leave

Our client is a European civil engineering contractor with world-wide interests. Currently engaged on a large contract on the Red Sea coast, they require a male Primary Teacher for the children of expatriate staff, largely English, perhaps some French/German speaking.

Candidates, single British nationals, preferably with some French or German, must be qualified and experienced and able to set up the school from new for up to 40 pupils. Local help may be available.

Salary and conditions are extremely generous and career development is possible.

Please apply for an application form, quoting Ref. JED 104, to ERP International Recruitment Ltd, 17-17 White Friars, Chester CH1 1NZ. Tel. 0244-37886 (Answerphone after 5.00 pm).

Offices in London, Chester, Jeddah, Amsterdam, Brussels, Milan, Paris

OVERSEAS DEVELOPMENT KNOW-HOW: vital to developing countries

Tuvalu Islands

TEACHER OF MATHEMATICS AND SCIENCE

To teach to 'O' level standard. Applicants should have Degree in Mathematics and/or Science and minimum of 3 years' experience teaching Mathematics and General Science to 'O' level standard.

TEACHER OF ART AND CRAFTS

To teach (using local materials) to 'O' level standard. Applicants should have

Solomon Islands

To teach to pre- and in-service students; play a role in consultation with local educationalists; in two-yearly and further development of Mathematics in Primary and Secondary Schools; assist with boarding, extra-curricular and other duties as required. Applicants, aged 25-55, should preferably

Gilbert Islands

To assist in development of education programme for 2nd and 3rd year students; undertake organization and administration of boarding schools; assist in all aspects of curriculum development and teaching.

TEACHER TRAINING - MATHEMATICS (PRIMARY)

Have a Degree in Mathematics. However, experienced non-graduate trained teachers with suitable qualifications also considered. Applicants must have either Primary Teacher Training experience or wide experience of Primary School teaching. Previous

TEACHER TRAINING - LECTURER IN EDUCATION

retraining. Applicants up to age 65, should have a teaching qualification, and preferably a Degree. Experience of teacher education in primary level and/or primary teaching

25 per cent of basic salary. Applicants should preferably have not necessarily be active members of a Protestant Church, will be required to play active part in House system as Housemaster/Housemistress, and help with extra-mural clubs and organization and supervision of games. May also be required to supervise and advise local trained diploma teachers in school. Appointment 2 to 3 years. As there are no primary schooling facilities available for expatriate children, preference will be given to single applicants of married applicants without children, or whose child will attend UK boarding schools. Special consideration given to husband and wife teams who could be recruited to fill any 2 of the 3 posts. Other benefits include free family passages, children's education allowances and subsidized accommodation. An appointment grant up to £300 payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

Salary: £4,009 to £7,329 p.a. including allowance, normally tax free, in range £2,280 to £4,418 p.a.

Salary (after 2 posts) in range £4,376 to £7,704 p.a. including allowance, normally tax free, in range £2,280 to £4,418 p.a. All 3 posts: Age up to 55. Terminal gratuity

Salary in range £3,827 to £8,948 p.a. including allowance, normally tax free, in range £2,412 to £5,040 p.a.

For full details and application form please apply to: **MINISTRY OF OVERSEAS DEVELOPMENT**, Room 50, Eland House, Stag Place, London SW1E 6DH

EDUCATION DEPARTMENT
ASSISTANT DIRECTOR OF EDUCATION (SECONDARY)
 PO2(6-10) £7,041-£7,719 + £208.56 pa Supp
 This is a senior managerial post in the Education Department with responsibility for the administration of secondary education.
 Applicants must be graduates with both teaching and relevant administrative experience.

Further particulars and form of application (to be returned by November 18) are available from the Director of Education, Century House, Hardslow Street, St Helens, Merseyside WA10 1RN.



WIRRAL
 Metropolitan Borough of

ASSISTANT EDUCATION OFFICER
 £5,406 to £6,057 plus £312 plus pay supplement 1977

The above post will provide wide and varied experience for those wishing to progress ultimately to the most senior posts in education administration.

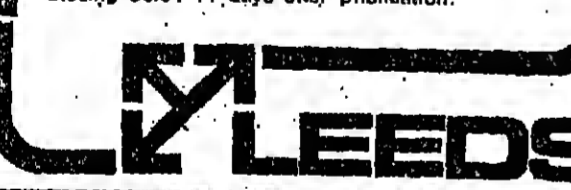
Application forms and further particulars form and returnable to the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside, by November 18, 1977.

DEPARTMENT OF EDUCATION SCHOOLS DIVISION
PROFESSIONAL ADMINISTRATIVE ASSISTANT
 8.0.2 £4,999-£4,992 plus maximum supplements of £312 per annum (Phase I) and 5 per cent to £208 per annum (Phase II)

The successful candidate, who should preferably have had experience of work within the Education Department of a Local Education Authority and/or teaching experience, will be required to work in the Schools Division of the Department.

Application forms and further details are available from the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE. Please enclose a.s.s.

Closing date: 14 days after publication.



EDUCATION DEPARTMENT
Deputy Principal Careers Officer
 £5,601-£5,394 or £5,041-£5,562 or £4,304-£5,889 plus 5 per cent supplement

Applicants must be professionally qualified with experience in a senior position in the Careers Service.

Application forms and further particulars from the Director of Education, Council Offices, Barn Street, Coventry Tel: 35555 Ext. 2392, returnable within 14 days of this advertisement.



OVERSEAS
 continued

PHILIPPA
 The Director of Education, London Borough of Lambeth, is seeking a female candidate for the post of Deputy Director of Education. The successful candidate will be responsible for the administration of secondary education in the borough. She will also be expected to contribute to the development of the borough's educational services.

ITALY
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Administration

Local Education Authority

CLAYTON COUNCIL
 The Director of Education, London Borough of Lambeth, is seeking a female candidate for the post of Deputy Director of Education. The successful candidate will be responsible for the administration of secondary education in the borough. She will also be expected to contribute to the development of the borough's educational services.

NONCASTER
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CORNWALL
 Education Department

Professional Assistant
 £4,759-£5,926 p.a. (SO.1/PO.15) (including supplements)

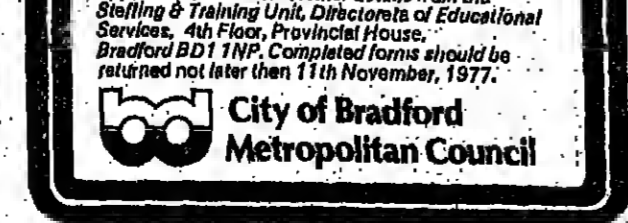
Applicants for this post based at County Hall, Truro, should be graduates with good teaching experience.

Further details and an application form may be obtained on receipt of a stamped addressed envelope from the Secretary for Education, County Hall, Truro TR1 3BA, to whom they should be returned by 18th November.

TRAINEE CAREERS OFFICER
 £2326 - £3323 p.a.

Applicants are invited from graduates and/or persons holding a full professional qualification interested in training for a post in the Careers Service. Persons without the Diploma in Careers Guidance will be expected to attend a 1 year full time training course, probably starting October 1978. The person appointed will be expected to take up post as soon as possible.

The above salary figures are inclusive of the £312 p.a. supplement and the 5% supplement. Application forms and further details from the Staffing & Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Bradford BD1 1NP. Completed forms should be returned not later than 11th November, 1977.



NATIONAL ASSOCIATION OF HEAD TEACHERS
Appointment of GENERAL SECRETARY

Applications are invited for this important post as senior official of the largest Head Teachers' Association in the country. Successful candidates would be expected to assume duties on April 1, 1978 (or arrangement in special cases).

Salary scale applicable to Group 14 Head Teachers, present under review. Stipending point by negotiation. Application forms and further details available from:

General Secretary
 National Association of Head Teachers
 Maxwell House
 41-43 Bolso Road
 Haysden Hoath
 West Sussex, RH18 1BJ

DIOCESE OF SOUTHWARK
LAY TRAINING OFFICERS

Applications are invited for the vacant posts of Lay Training Officers to work in conjunction with members of the Team. Their work will focus on both the local setting and on the wider issues of Society and Humanity as a whole. The work will be using the Bible to make connections with relevant and any material necessary to assist the lay training and activity.

One vacancy is for a person with a special interest in the local setting and a desire to explore possibility of parish not continuously developing.

The other should be a person able to undertake the task of administration for the Team with particular interest in developing links with people in their home, parish, and work situations, after they have been involved in some kind of training.

Either of these posts could be filled by a Primary lay person.

Accommodation free of rent and rates will be available.

Salary is at the Standard Diocesan rate for teachers plus £120 extra (irrigation allowance)

Further details and application forms returnable by December 31, from The Diocesan Secretary, 91 Lambeth Road, London SE1 7PS.

YOUTH HOSTELS ASSOCIATION
 requires

FIELD OFFICER
 of either sex, under 35, to work in South East, based in London. Owner and good speaker. Salary in the region of £2,500 per annum with appropriate travel allowance.

Particulars from:
 National Secretary
 Youth Hostels Association
 Trevelyan House
 8 St. Stephen's Hill
 St. Albans
 Herts AL1 2DY

West London Institute of Higher Education
APPOINTMENT OF ASSISTANT REGISTRAR

Applicants are invited for appointment as an Assistant REGISTRAR responsible for General Administration at the West London Institute of Higher Education, in succession to the present post-holder who is due to retire at Easter, 1978.

In addition to proven administrative capacity and experience, the nature of the post calls for managerial skills in the operation of a large institution in the domestic and catering areas; and, as the Institute is a developing institution, an ability to increase problems which could arise from new developments and to contribute, in collaboration with senior academic and administrative colleagues, to the development of the Institute.

The salary attached to the post is within the Local Government Principal Officer range 1(E) scale, currently £4,300 to £5,577 per annum plus supplements at present amounting to £620 p.a. and the outer London allowance of £800 p.a. The Institute's Conditions of Service are based on those applicable to Hounslow Borough Council Staff and will be superannuable.

Further particulars can be obtained from the Personnel Section, Gordon House, 300 St. Margarets Road, Twickenham TW1 1PT. Tel: 01-891 0121, Ext. 295 and application forms are returnable to the Registrar at the same address by 18th November, 1977.

ADMINISTRATION
 and Education Authority
 advised

HIGHLAND REGIONAL COUNCIL
 NORTH Ayrshire
 NORTH Ayrshire
 NORTH Ayrshire

ENGLISH VOLLEYBALL ASSOCIATION
 The Association of English Volleyball Clubs is seeking a female candidate for the post of Secretary. The successful candidate will be responsible for the administration of the Association and will be expected to contribute to the development of the sport.

LIVERPOOL COLLEGE OF EDUCATION
 The Director of Education, London Borough of Lambeth, is seeking a female candidate for the post of Deputy Director of Education. The successful candidate will be responsible for the administration of secondary education in the borough. She will also be expected to contribute to the development of the borough's educational services.

NOTTINGHAMSHIRE COUNTY COUNCIL
 The Director of Education, London Borough of Lambeth, is seeking a female candidate for the post of Deputy Director of Education. The successful candidate will be responsible for the administration of secondary education in the borough. She will also be expected to contribute to the development of the borough's educational services.

CAREERS SERVICE
Senior Careers Officer
 AVELEY (Post No. CS 103)

Applicants should be appropriately qualified and have suitable experience within the Careers Service. In addition to the normal duties of a Careers Officer, the Senior Careers Officer will be responsible for the general administration of the careers office.

Application forms and further details are available from the County Education Officer (G), P.O. Box 47, Thredneedle House, Market Road, Chelmsford, CMI 1LD. (Chelmsford 67222, ext. 2608).

Please state post number when applying.
 Closing date for applications will be two weeks after the appearance of this advertisement.

HM INSPECTOR OF SCHOOLS
Special Education

Applicants are invited from men and women, preferably aged between 35 and 45 for appointment as HM Inspector with a major commitment to Special Education and the opportunity to assume wider responsibilities in the field. The work involves inspecting and advising schools, consulting with local education authorities, contributing to in-service training and working with organisations concerned with the handicapped. The major purpose of these and other activities is to provide professional advice to the Department of Education and Schools. HM Inspectors normally carry out these duties in relation to ordinary schools as well as in the field of Special Education, and increasing attention is being paid to arrangements for children with special educational needs in ordinary schools.

Candidates must have extensive knowledge of special education and have had experience, preferably in ordinary and special schools, of the education of children with visual, hearing, physical or mental handicaps, or mental impairment.

Applicants will be especially welcome from those with a sound understanding of the education of children with particular handicaps who have not previously considered applying the knowledge to the work of the Inspectors. Starting salary within the range £8,525 to £9,415 (higher bands are normally filled by promotion). Application forms (to be returned by November 25) and further information may be obtained from Miss B. C Taylor, Department of Education and Science, Room 10/2, Elizabeth House, 39 York Road, London SE1 7PL; telephone 01-828 9222, extension 2237. Please quote 7/77E.

Department of Education and Science

THE SPORTS COUNCIL
 The Director of Education, London Borough of Lambeth, is seeking a female candidate for the post of Deputy Director of Education. The successful candidate will be responsible for the administration of secondary education in the borough. She will also be expected to contribute to the development of the borough's educational services.

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Department of Education and Science

THE BRITISH COUNCIL OF CHURCHES
 requires an

Executive Secretary
 to be responsible for a new

COMMITTEE ON RELATIONS WITH PEOPLE OF OTHER FAITHS

Responsibilities will include building up a network of contacts to assist local congregations; co-operation with other Christians in pastoral organisations, and with BCC colleagues concerned with education, community and race relations.

Applicants should be theologically competent, with experience in contacts with people of other faiths and cultures, and able to speak and write clearly about Christian responsibility in a plural society.

Details and application forms (which should be returned by 28 November) from the General Secretary, BCC, 2 Eaton Gate, London, SW1W 9BL.

HOUSEPARENTS RESIDENTIAL
PARK PLACE SCHOOL, Henley-on-Thames

Two posts in Houseparents are available at this residential special school for secondary-age delicate boys situated in beautiful countryside overlooking Henley-on-Thames. Accommodation is available and the successful applicants will be expected to live in. The posts offer the opportunity to become fully involved in the life of a busy caring school community.

Salary: Residential £2,274-£2,822 p.a. incl. supplement plus 5 per cent, less £453 p.a. board and lodging charges.

Application form from the Personnel Officer quoting Ref. P/26782E, Care Centre, Uxbridge, Middlesex, Tel. Uxbridge 50589.

Closing date: 18th November, 1977.

LONDON BOROUGH OF
ILLINGDON

SOCIAL SERVICES DEPARTMENT
Opportunities at the GREYHOUND YOUNG FAMILY CENTRE

The Officer-in-Charge and Deputy have now been appointed to organize the opening of this new venture, where the emphasis will be on the integrated care of parents and their children. We are now seeking men and women with enthusiasm and imagination to complete the staff team. Willingness and a strong desire to involve parents and the ability to communicate with them are essential in staff at all levels.

There are two senior posts, on AP3/4, salary £3,958 to £4,448, plus 5 per cent salary supplement (maximum £17.58 per month).

One senior post (AP3/4) will have special responsibility and initiative for organizing provision for the children in the centre. Qualifications and experience should indicate a thorough knowledge of child development and play, and the ability to assess and monitor children's needs and to give guidance to staff as necessary.

The other senior post (AP3/4) will have special responsibility and initiative for welcoming and feeding the children and participating in the centre's activities of adults, e.g. parents, volunteers, children, etc. Appropriate qualifications and experience for this post could be in teaching, social work, health visiting or any other appropriate experience at a senior level. The ability to work with groups and a wide range of adults and children is essential.

A supporting team of eight also will have a variety of appropriate experience to be required. These staff will work with the officer in a family group setting. Salary for supporting staff AP2 £2,276 to £3,800 plus 5 per cent salary supplement.

Vacancies for qualified NURSERY OFFICERS exist in several of the Day Nurseries scattered throughout the Borough.

Salary: £2,598 to £3,428 plus 5 per cent salary supplement.

For an application form please write or telephone to Director of Social Services (Staff Section), London Borough of Hammersmith, Old Town Hall, Fulham Broadway, London SW6. Telephone number 01-395 1212, extension 139, indicating which particular post interests you.

THE ASSOCIATED EXAMINING BOARD

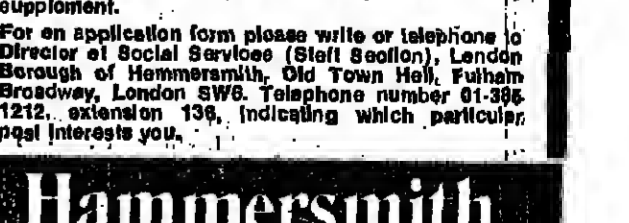
THE ASSOCIATED EXAMINING BOARD
 for the General Certificate of Education (GCE) and the General Certificate of Secondary Education (GCSE)

Applications are invited for the following posts:

RECOVERMENT
 RECOVERMENT OFFICER in ENGLISH and MATHEMATICS at Advanced Level

RECOVERMENT
 RECOVERMENT OFFICER in ENGLISH and MATHEMATICS at Advanced Level

RECOVERMENT
 RECOVERMENT OFFICER in ENGLISH and MATHEMATICS at Advanced Level



LONDON
MIDDLESEX DISTRICT
MIDDLESEX DISTRICT
MIDDLESEX DISTRICT

SCIENCE QUALIFIED?
A career in pharmaceuticals can be as exciting as one in teaching.

Metropolitan Borough of Rochdale
Educational Psychologist
Applications are invited from Educational Psychologists, preferably experienced, to fill a vacant vacancy in the Authority's Psychological Services.

English as a Foreign Language
LAKELAND TRAINING
Oxford Education Centre, all your reading and Adventure Holidays.

English as a Foreign Language
EALING
Lakeland Training
Oxford Education Centre, all your reading and Adventure Holidays.

TATE GALLERY
Research Assistants
Education Department
lecturing on aspects of the collection; organizing children's activities; assisting with the preparation of educational publications and films.

Modern Collection
supervising the practical side of display and presentation (requires an understanding of non-traditional art forms); dealing with non-specialist enquiries from the public; liaising with artists, galleries and manufacturers on various projects.

TEACHERS
Oxford Education Centre, all your reading and Adventure Holidays.

HAVERHILL
The Haverhill Education Centre, all your reading and Adventure Holidays.

ENGLISH AS A FOREIGN LANGUAGE
LAKELAND TRAINING
Oxford Education Centre, all your reading and Adventure Holidays.

Outdoor Education
CLYDE COUNTY COUNCIL
MISTASTAY HIGH SCHOOL
111 to 130 Comprehensive
Head, J. E. Williams, n.c.

LAKELAND TRAINING
Oxford Education Centre, all your reading and Adventure Holidays.

English as a Foreign Language
EALING
Lakeland Training
Oxford Education Centre, all your reading and Adventure Holidays.

OVERSEAS REPRESENTATIVES FOR SCHOOL OF ENGLISH
Enquiries are invited from candidates who are interested in representing a group in the South Coast. High rate of commission.

THE ENGLISH LANGUAGE CENTRE
BENJON TUTOR
Must be highly qualified and experienced in E.L.T. Early promotion and excellent salary.

SPECIALIST LANGUAGE SERVICES (U.K.) LTD.
In 1978 s.l.s. (U.K.) Ltd. will be expanding its range of services.

Appointments Wanted
EXPERIENCED, YOUNG, INDEPENDENT, energetic, enthusiastic, and reliable, with a proven track record in the field of recruitment.

Educational Courses
CAMBRIDGESHIRE ROADSIDE COLLEGE
We are holding a four-week course in the field of recruitment.

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Awards and Scholarships
HORSKOT
HORSKOT SCHOOL
NINTH FORM SCHOLARSHIPS
The value of these scholarships is £1,000 per annum.

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This Ministry is offering about 12 awards to enable the study of Education in developing countries and to enlarge the experience of those from Britain employed in this field.

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Emanuel School is an independent school for boys aged 11 to 18. In the examinations for entry to the school in September 1978 a number of assisted places will be offered to academic and financial candidates.

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Required by Times Educational Supplement Scotland.
Preferably a graduate with experience in news and features.
Apply to the Editor, TES Scotland, 56 Hanover Street, Edinburgh.

Television

Rights and wrongs

Christopher Griffin-Beale looks ahead to BBC2's Russian week

It would be childish not to welcome BBC2's Russian Week...

Look back a decade to the Revolution's fiftieth anniversary...

Regular BBC2 series are mounting special programmes...

On Friday, Worldwide follows on last year's splendid marathon survey...



Young Ladies of the Saatchi Institute in 1904—a picture from Russia in Original Photographs 1860-1920...

Archbishop of Canterbury's official visit to the USSR...

Archbishop of Canterbury's official visit to the USSR...

Music

Triumphs of Oriana?

Hilary Finch

Benjamin Britten: A Celebration...

Never before have I heard such euphonious hymn singing from such a well-trained audience...

But out so with the Welcome Ode, Britten's last completed work...

of the verse and kept the celebratory firmly earthbound...

Dmitriana

A portrait of Shostakovich and the first few bars of his Symphony No 5...

Shostakovich, compiled by Malcolm MacDonald...

FRANK ASS The Principles of Assist Musical... Ideal for every school.

Theatre

Unburnished through

Heather Neill reviews 'Antony and Cleopatra'

An imaginative teacher can employ many stratagems to make Shakespeare's plays come alive...

Michael Craik's production of Antony and Cleopatra in the Shaw Theatre sets out to provide plain theatre in action...

Art

Breezy brushwork

Peter Mackarrell

Painting Methods of the Impressionists by Bernard Derrin...

There was an artist working on of doors one mid-Easter in Canby Donegal when it happened...

But for anyone who shares an interest in the way an artist works, there is a book that is worth a look...

Pottery cookbook

Annette Perkins

The Potter's Complete Book of Clay and Glazes...

The formidable task suggested by the title has resulted in a book no less formidable in price and size...

The author has achieved a well-written concise explanation of the physical properties of clay bodies and glazes...

unpartial. Even so, the breezy tone does produce a memorable phrase-by-phrase...

What is disappointing is so much the unceremoniousness of direction, far they are both understandable and do not but that the material goes about some artists' workings...

He whistles up some cover by declaring his belief that there is an expectation that an artist should be

ETV

A red rag to the bull

Roy Blatchford

The English Programme - Unit Two: Viewpoint...

Out of the ashes of the Independent Broadcasting Authority's Unit Two...

Following the criticism which led to its banning and an unprecedented withdrawal of price in these columns...

When programme presenter Douglas Lowndes, director Alan Rogers and education officer Gillian Skirrow planned the first Viewpoint...

In the lengthy and Janus-faced initial teachers' notes which accom-

Living and working

Alan Butler

Starting Out TV Wednesday, 11.20-11.35 Friday, 9.50-10.05

Starting Out is concerned with personal relationships and careers education...

The series is written by Catherine Sturt and the series adviser is Graham Sellers...

Getting through to them

of a Schoolteacher—an Italian feature film produced in 1975 by the Italian state TV...

The film, adapted from an autobiographical book, tells the story of a committed, probationary teacher...

pany the English Programme, a low-profiled, less ideological version...

It is true that the later programmes of the original — on the industrial structure of the community...

That said, 'Viewpoints on Viewpoint' is less interpretative and vital than its conception might have promised...

curially relevant. It is certainly positive viewing and will stimulate discussion and material for role playing...

upon the relationships between Steve, June and their parents and the gulf between Steve and his father...

Each programme has a wealth of key questions which could be used as starters for group discussions...

Programme 1, 'I'm new here you see' introduces the characters and the different attitudes and values of Maggie, Bill, Steve, and Frances...

The second programme focuses upon the relationships between Steve, June and their parents...

He goes them to produce their own written work about local housing and urban ghettos...

The schoolteacher replies that the school neglected the children and had done little to prepare them before he came...

that the conflict of rich against poor, employer against employee, advertiser against consumer...

Unfortunately, both argue, perhaps unconvincingly, in rather indirect terms from polarised positions...

Communication and Control", the second programme, gives the historical perspective...

Yes, the communication and control argument is coherently assembled to prepare for the third transmission, 'Money Talks'...

When programme presenter Douglas Lowndes, director Alan Rogers and education officer Gillian Skirrow planned the first Viewpoint...

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Sex roles in the media, through jointly ditty, clips of the Bionic Woman and Batman and comparison with Swedish and Chinese films...

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Briefings

Radio and tv FE and OU

The Irc-School Child (Sunday, 10.10 VHF 4, Tuesday, 18.35 BBC 2)

The Open University's just-expensive series continues with 'Naughty Things and on Tuesday, 'All in a Day's Work'...

Practical advice for those running or setting up home, also useful in home economics classes...

The 'Maritime Project' features volunteers and teachers working together in a special school for educationally disadvantaged children...

The hand-picking of tapes is becoming rarer. This programme documents the traditional visit to pick camps by families from the East End of London...

For schools

Alp World: Real Life (Monday, 11.00; Thursday, 10.04 ITV)

Four to 6-year-olds see how their milk arrives at the door...

Four programmes on the theme of 'Caring for Others' begins by telling seven to nine-year-olds the story of Dr Barnardo's...

Continuing the study of the world's major religions, 'Islam' links at the Muslim religion...

A new unit for 11-year-olds, 'Life and Faith' examines the significance of three parallel religious events from different faiths...

'Wheels, Wings and Playtime Things' introduces seven to nine-year-olds to stories and poems based on magical people, rays and machines...

Eleven to 13-year-olds begin to mix in 'World Housekeeping'...

Nine to 11-year-olds study two basic commodities, tin and sugar...

Thirteen to 16-year-olds are encouraged to read more for pleasure by listening to an adaptation of 'The Gift'...

John Grozny

For 16mm distribution is flawed. Given the costs of substituting colour on the BBC's existing electronically substituted colour...

The loss of colour is less serious than the loss of definition, and both are less important than the lugubrious heavily-accented voice in which the narration has been dubbed into English...

